



CALIFORNIA STATE UNIVERSITY, STANISLAUS
College of Education
Department of Advanced Studies in Education

SCHOOL COUNSELING HANDBOOK

**MASTER'S DEGREE IN EDUCATION
WITH AN EMPHASIS IN
SCHOOL COUNSELING**

**PUPIL PERSONNEL SERVICES
CREDENTIAL (SCHOOL COUNSELING)**

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INTRODUCTION

The School Counseling Program at CSU Stanislaus is part of the College of Education and is housed in the Department of Advanced Studies. The School Counseling Program serves central California within the Stanislaus, Merced, San Joaquin, Mariposa, Tuolumne, and Calaveras Counties.

The School Counseling Program offers two programs: One leads to a Master's Degree in Education with an emphasis in school counseling; and the second leads to a Master's Degree in Education, as well as the Pupil Personnel Services Credential. The credential is required of individuals who want to work in a K-12 school setting, and a master's degree that is required by community counseling agencies, and institutions of higher education. Candidates may obtain the master's degree alone, or both the degree and the credential. At the present time, there are approximately 90 students enrolled in the counseling program.

The program, as an integral component of the CSU Stanislaus College of Education, is aligned with the conceptual framework of the college, and the faculty is committed to preparing competent, knowledgeable professionals. The School Counseling faculty members believe that professional school counselors are specialists in human behavior, development, interpersonal communication, consultation, and coordination. Future school counselors need to be change agents knowledgeable of counseling theory, developmental issues of children and adolescents, the changing role of the school counselor, and comprehensive school counseling programs which lead to enhanced learning and success. As such the program adheres to California Commission on Teacher Credentialing (CCTC) competencies, as well as, the established guidelines of the American School Counselor Association (ASCA).

The School Counseling program faculty members provide a wide repertoire of activities, experiences, and problem-solving interventions to construct meaningful experiences for the school counselor candidate. When applying theory to reality, the graduate student is required to self-reflect on his/her personal beliefs, attitudes, and values, and the interaction of these characteristics with the philosophy of the counseling department in which he/she will work.

As stated previously the School counseling faculty members espouse a contemporary conceptual model of school counseling as supported by the American School Counselor Association (ASCA). This developmental, comprehensive approach facilitates student growth in the academic, career, and personal/social domains. These content areas create an environment that fosters student success while providing assurance that ALL students participate fully in the educational process. School counselors are specialists who provide assistance to students through the primary program components that include: individual planning, guidance curriculum, responsive services, and system support. Inherent in these practices is a strong commitment to cultural diversity and the use of technology as a powerful learning and management tool. The CSU Stanislaus program reflects the beliefs, values, knowledge, and trends of society and the pivotal role the school counselor plays an integral component of the academic organization.

Historical Perspective

The program began in 1962 with one faculty member. In 1976 another member was added to the School Counseling Program faculty. Due to a steady growth pattern, a third faculty position was authorized and a search conducted in 2000. A third full-time faculty member was hired to join the program in September 2001. State budget cuts since 2003 have resulted in one unfunded position, leaving two full-time faculty members since then.

During the late 1980s, changes in the role of school counselors necessitated the addition of two courses: one to deal with multicultural counseling and a second course to address consultation and supervision. In accordance with Title 5 Regulations, the field study increased in the total number of hours trainees spend in school settings and in the number of hours spent with students of various ethnicities and cultures. In January 2001, The California Commission on Teacher Credentialing further revised the Standards of Quality and Effectiveness for Pupil Personnel Services Credentials. The number of fieldwork hours has been increased again and a practicum was added. In addition, counseling programs must give greater emphasis to training in learning theory, research methodology, violence prevention and advocacy skills.

In summer 2006, the California legislature passed Assembly Bill 1802, with provisions for additional counseling services to at-risk youth in grades 7-12. Funding for increased counseling services led to multiple openings and new counseling positions throughout the state. To address this need, CSU Stanislaus established a PPS Internship program, which was approved by CCTC on 2/15/07.

In fall 2009, additional program revisions were developed to accommodate drastic cuts to the CSU budget. EDGS 5500, Foundations in Education, was dropped from the curriculum. Essential content from that course was divided between EDCL 5570, Counseling and Guidance in Education, and EDCL 5760, Pupil Personnel Services Seminar, both of which were made 4-unit courses.

Program Changes

The School Counseling Program continually receives feedback and suggestions for change and growth. Feedback and suggestions are sought repeatedly from students within the program, from fieldwork supervisors, from the Advisory Committee, and from alumni of the program. One response to students' suggestion was the implementation of comprehensive exams in lieu of a thesis. In Fall 2010 the comprehensive exam called for students to develop a counseling and guidance plan for a K-12 school system following the ASCA National Model. The exam has been in place for one semester and numerous shortcomings have been identified. Chief among them was the inability to evaluate the exam objectively. As such, in Spring 2011, per students' and Advisory Committee members the exam requirements changed. The comprehensive examination requirements were satisfied by the submission of a passing score on the most current statewide assessment for School Counseling and Guidance (Praxis II). Additionally, a submission of a detailed and written portfolio during the Exit Interview was implemented in conjunction with the Praxis passing score in spring 2011. Likewise, in Spring 2011 the program allowed students to take up to 9 units of core counseling courses prior to their full admission to program. This was done in an effort to increase student enrollment in the program, and permit other students from various programs in the College of Education to take School Counseling courses as electives. It also gave the Counseling program a chance to meet and impress potential

incoming students. Another added change was the increase from one interview per year for incoming students to two interviews per academic calendar year. This change in combination with the above stated change permitted students to start the counseling program in mid semester, rather than wait an entire year if they missed the initial interview date. Another marked change was made in Winter 2012 whereby the MAT (Miller Analogies Test) was dropped as an entry requirement for the incoming MA students. Previously in order to be admitted to the School Counseling Program for a joint masters degree plus a PPS credential, or obtaining a masters degree in isolation, the student was required to pass the MAT as well as the CBEST exams. These exams often delayed, or discouraged, students from applying to the program and they sought alternate institutions where the MAT was not a part of the entry requirements. This option followed the direction of other CSU's such as Sacramento and Fresno who have dropped the MAT entry requirement in order to increase student enrollment in the competitive market. Additionally, the School Counseling program at CSU Stanislaus recognized the fact that students of different ethnicities and cultures had a great deal of difficulty mastering the concept of the test. Since they constitute over 50% of the School Counseling Program it seemed reasonable to modify the entry requirements without altering the integrity and quality of the program, as the GPA and the CBEST continue to serve as the entry requirements. An additional change occurred in Winter 2012 when all prerequisites for class program were dropped (with the exception of Fieldwork). This was done as a response to students' request. Over 40% of the students who completed the COE annual survey indicated a lack of needed courses. The dropped prerequisites provided student accessibility to classes by not delaying their date of program completion, and it increased student enrollment to the program. The above changes increased the School Counseling program to a robust enrollment from 56 students in the previous year to approximately 90 students in the current academic year.

Fall 2010:

EDAD 5804 School Law was added as an elective to background courses.

Comprehensive Exam implemented.

Revised Fieldwork Checklist and Supervisor Feedback instrument.

Spring 2011:

Potential students are allowed to take up to 9 units of core counseling courses prior to full admission to program.

Interviews to program implemented twice per year rather than only once a year.

Comprehensive Exam revised to the statewide Praxis II.

Portfolio guidelines and requirements are added for completion of a master's degree.

Winter 2012:

The CBEST was dropped as an entry exam for master only tract students.

The MAT (Miller Analogies Test) was dropped as an entry requirement for Master only students.

All course prerequisites, with the exception of Fieldwork, were dropped in an effort to attract more potential students to the program.

Philosophy of CSU Stanislaus School Counseling Program

The School Counseling Program, as an integral component of the CSU Stanislaus College of Education is aligned with the conceptual framework of the college, and the faculty are committed to preparing competent, knowledgeable professionals. The school counseling faculty members believe that professional school counselors are specialists in human behavior, development, interpersonal communication, consultation, and coordination. Future school counselors need to be change agents knowledgeable of counseling theory, developmental issues of children and adolescents, the changing role of the school counselor, and comprehensive school counseling programs which lead to enhanced learning and success (ASCA, 1997).

The CSU Stanislaus School Counseling program faculty members provide a wide repertoire of activities, experiences, and problem-solving interventions to construct meaningful experiences for the school counselor candidate. When applying theory to reality, the graduate student is required to self-reflect on his/her personal beliefs, attitudes, and values, and the interaction of these characteristics with the philosophy of the counseling department in which he/she will work.

School counseling faculty members espouse a contemporary conceptual model of school counseling as supported by the American School Counselor Association (ASCA). This developmental, comprehensive approach facilitates student growth in the academic, career, and personal/social domains. These content areas create an environment that fosters student success while providing assurance that ALL students participate fully in the educational process (Dahir, Sheldon, & Valiga, 1998). School counselors are specialists who provide assistance to students through four primary program components which include: individual planning, guidance curriculum, responsive services, and system support (ASCA, 1997). The CSU Stanislaus program reflects the beliefs, values, knowledge, and trends of society and the pivotal role the school counselor plays as an integral component of the academic organization.

Training the professional school counselor for the 21st century involves an integration of attitudes, knowledge, and skills.

Attitudes

Self-analysis before, during, and after classroom experiences provides the school counselor student with the opportunity to assess personal beliefs and to develop a personal assumption of how one's attitudes fit with the mission of the school counseling program. Knowledge is formed in action as well as reflection. Classroom activities can serve as a gauge for monitoring personal/professional growth, insight, and empowerment. A final analysis occurs at the culmination of the program and through professional practice as personal/professional growth is compared with entry-level skills and attitudes. These experiences are provided in a majority of the school counseling courses, but reflection of self is highlighted specifically in *EDCL 5630 Dealing with Differences in Educational Settings*, *EDCL 5640 Counseling and Psychotherapeutic Theories and Techniques*, *EDCL 5650 Group Guidance and Counseling*, *EDCL 5930 School Counseling Practicum*, and *EDCL 5850/5851 Counseling Seminar and Field Experience*.

Knowledge

The program curriculum includes knowledge in the following areas:

Foundations of the School Counseling Profession. A historical perspective of the school counseling profession and the trends and theories upon which school counseling programs are based is emphasized.

Professionalism, Ethics and Legal Mandates. Knowledge of state and federal mandates and the effects of these trends on pupils and the counseling profession are significant components of the program.

Domains of School Counseling and Guidance Programs. A developmental, comprehensive counseling program is emphasized in which academic, career, and personal/social domains are an integral part of a delivery system that includes the guidance curriculum, individual planning, responsive services and system support processes.

Leadership. School counselors are advocates of students and the profession. Through leadership roles school counselors can be effective change agents that assist in the growth of all school-aged youth and facilitate an understanding of the school counselor's role and function.

Advocacy. School counselors are student advocates to enhance personal empowerment, self-esteem, personal growth, decision making, and achievement.

Learning, Achievement and Instruction. Candidates learn classroom management techniques and consultation strategies for assisting classroom teachers and administrators. Learning styles and how these modalities influence academic growth are discussed in the coursework.

Individual Counseling. Candidates have multiple opportunities to learn and demonstrate attending skills, theory, and techniques. In addition, candidates are required to develop a list of agency resources for effective referral practices, to assist students from different backgrounds, racial and ethnic groups, and to demonstrate knowledge of counseling with individuals and their families.

Group Counseling and Facilitation. Candidates are provided with knowledge about the various groups that operate within a school system, facilitation techniques, and group dynamics.

Collaboration, Coordination and Team Building. Coordination and consultation are vital aspects of the school counselor's role. Application of consultation concepts and team building are program components.

Prevention Education and Training. Preventative strategies provide the foundation for a comprehensive, developmental program model. Through a needs assessment, school counselors are able to determine potential problematic areas in which preventative strategies can be applied.

Research, Program Evaluation and Technology. Research design, action-based research, and program effectiveness provide counselors with the tools to demonstrate program success.

Skills

Counselor trainees acquire, enhance, and apply skills through actual practice, such as practica and field experience. Candidates provide assessments, counseling experiences, school-based programs, and community services in which the knowledge, attitudes, and skills that have been acquired throughout the coursework is experienced in an authentic school setting.

American School Counselor Association (1997). *Position statement: The professional school counselor and comprehensive school counseling programs*. Alexandria, VA: Author.

American School Counselor Association (1999). *ASCA role statement: The role of the professional school counselor*. Alexandria, VA: Author.

Dahir, C.A., Sheldon, C.B., and Valiga, M.J. (1998). *Vision into action: Implementing the national standards for school counseling programs*. Alexandria, VA: American School Counselor Association.

Candidate/Program Assessment and Program Effectiveness Information

The School Counseling Program conducts multiple assessments of candidate performance in the form of course assignments, interviews, and supervisor feedback. Aggregated data from several of these assessments, as well as feedback from graduates and employers, are used to assess program effectiveness. Decisions about candidate performance are based on multiple assessments made at transition points. The plan incorporates continuous assessment and systematic accountability to facilitate evaluation. It is built upon standards and competencies that incorporate multiple internal and external assessment measures, as well as provides credible and useful data utilized to modify programs and procedures to improve candidate performance. Feedback and suggestions are sought from students within the program and from all Fieldwork supervisors. Students are welcome to attend Advisory Committee meetings and present their suggestions or they may submit their ideas in writing to the Program Coordinator. Fieldwork supervisor feedback is obtained both during on-site visits and via written response on the Fieldwork Checklist. Each year, immediately after receiving the Pupil Personnel Services Credential and/or MA degree with an emphasis in School Counseling, candidates receive a short survey requesting feedback regarding the strengths and weaknesses of the program. One year after candidates have graduated, they receive a more comprehensive questionnaire that assesses their competencies in their work and also asks for suggestions for changes in the School Counseling program. Employers of our recent graduates (persons who have been working as counselors for at least one year) are solicited for their assessment of our candidates and our program. Employers are also asked to make suggestions for programmatic changes. Approximately every five years a Needs Assessment is sent to ALL practicing counselors within our service area. All data are reviewed and discussed at the Pupil Personnel Services Advisory Committee meetings. After careful consideration, changes are instituted.

Data are summarized and reviewed at the end of each semester by the School Counseling Coordinator and faculty, the Department Chair, the College Assessment Team, Accreditation and Accountability Committee, Executive Committee, and the Dean. The plan is designed to determine if:

- Candidates have attained the program competencies;
- The program has accomplished its goals;
- Strengths and weakness to the program are identified;
- Areas of future improvement and modification needed.

The goal of these assessments is to maintain and enhance the quality of the School Counseling Program through ongoing systematic data collection and review.

PROGRAM PATHWAYS

Graduate Studies in Education in the area of School Counseling may lead to the Master's Degree in Education with an emphasis in School Counseling, the Master's Degree and the Pupil Personnel Services (School Counselor) Credential. If a candidate already has an MA degree in Education, and wishes to obtain only the Pupil Personnel Services Credential, that requirement could be waived.

1. The Master's Degree in Education with an emphasis in School Counseling (31-34 units) is for students who do not wish to practice as professional school counselors in a K-12 setting. This degree was designed for individuals who wish to work in institutions that do not require a PPS credential. The Master's Degree in Education with an emphasis in School Counseling is essential for students who wish to work in a higher educational system. They are also helpful and/or required for other counseling community settings.
2. The Master's Degree in Education plus a Pupil Personnel Services Credential (51-60 units) is based on state requirements. The State of California requires that all School Counselors in K-12 schools hold the Pupil Personnel Services Credential in School Counseling. The credential may be obtained in conjunction with the master's degree in the combined program. Most states require that school counselors also have a Master's degree. As such, the program at CSU Stanislaus leads to both.
3. The Pupil Personnel Services Credential only option was added in fall 2010 and serves students who already have a Master's degree in Education, and wish to obtain a PPS credential. These individuals most likely have worked in a community, or a higher educational setting, and have decided to work in a K-12 setting. As such, the PPS Credential allows them to perform services of a school counselor in grades K-12.

APPLICATION PROCEDURES

To be considered for admission to the **MA Program** or to the combined **MA and PPS Program** you must:

- possess a baccalaureate degree with a GPA of at least 2.75 for the last 60 units of coursework
- pass the CBEST exam (or proof of passing an approved basic skills requirement) with a writing score of 41 or better. **(CBEST NOT required for MA only option)**
For testing procedures, contact the Testing Services on campus at 667-3157 or <http://www.csustan.edu/testing>
- have appropriate experience with youth
- submit a Certificate of Clearance
<http://www.csustan.edu/advstd/documents/CertofClearanceProcedures3-09.pdf>
- complete EDIT 4170 Educational Technology Foundations, or pass CSET Preliminary Educational Technology Exam, Subtest I, Test code 133 & Subtest II, Test code 134.
<http://www.cset.nesinc.com/index.asp>
Does not have to be taken prior to program admission, can be taken during program. **(Not required for MA only option)**

To apply for admission to the program you need to:

- obtain and complete the University Graduate Admission Application; submit the completed application together with the non-refundable University application fee/receipt to the Graduate School in the Mary Stuart Rogers (MSR) building.
- submit official transcripts (from each college or university that you have attended) of all university coursework to the Graduate School.
- submit three letters of recommendation to the Advanced Studies office. The letters may be written by faculty members with whom you have studied, employers for whom you have worked, or others who are in a position to evaluate your potential for graduate level study. They should not, however, be written by relatives. If possible, one letter should be from school personnel. All letters should be written within one year of submission.
- submit CBEST results (or proof of passing an approved basic skills requirement) to the Advanced Studies office. **(CBEST NOT required for MA only option)**
- submit a copy of your Certificate of Clearance to the Advanced Studies office, or proof that you have applied.
- obtain the Application for First Interview at http://www.csustan.edu/advstd/sch_couns and submit it to the Advanced Studies office with copy of fee receipt.
- successfully complete the First Interview.

FIRST INTERVIEW

Persons seeking admittance to the School Counseling Programs (MA or MA and the Pupil Personnel Services Credential) are interviewed for admission after completion of all other admission requirements. The interview involves answering a series of questions. For example, you might be asked to describe your reasons for entering school counseling as a profession, or to respond to questions such as, "What is your greatest accomplishment in life?" You will be rated on characteristics typically associated with helping. These include: (1) flexibility and open mindedness, (2) warmth and caring, (3) multicultural sensitivity, (4) empathy, (5) self-awareness, (6) sense of humor, (7) security, (8) commitment to helping others, (9) responsibility and dependability, (10) self-disclosure, (11) divergent thinking, (12) non-judgmentalism, (13) getting along with others, (14) dealing with abstractions, (15) dealing well with emotions, and (16) listening well.

Practicing school counselors and advisory committee members conduct the interview in Fall and Spring. Students must complete an Application for First Interview and submit it to the Advanced Studies office by the appropriate application deadline. The screening committee has three choices: (1) admit, (2) do not admit, or (3) reinterview. If the screening committee finds that you need to be reinterviewed, a new committee will be formed. If after the second interview a definitive decision cannot be reached (i.e., the new committee votes for a reinterview), the decision will be considered as a denial for admission.

ORIENTATION

At the beginning of each semester, the School Counseling Program conducts a program orientation during class in EDCL 5640, Counseling and Psychotherapeutic Theories and Techniques. This meeting is held to (a) explain procedures, (b) identify relevant resources, (c) answer questions and (d) meet all new students.

ADVISING

Upon admission to the School Counseling Program, a faculty member will be assigned to you as an Academic Advisor. The responsibilities of your advisor include working with you to plan a complete program of graduate study and specifying any background coursework that may be necessary. You should plan to meet your academic advisor as soon as possible after admission to the program. If you wish a specific faculty member to be your advisor, or wish to change advisors at any time, contact the Coordinator of the School Counseling Program.

COURSEWORK

The courses listed below are those required for **both** the Pupil Personnel Services Credential **and/or** MA degree. Students are required to take EDCL 5640, Counseling and Psychotherapeutic Theories and Techniques, during their first semester of coursework. It is also recommended that students take EDCL 5540, 5570, 5760 and 5930 early in program since they are prerequisite courses for EDCL 5850, Counseling Seminar.

PPS CREDENTIAL with MA

MA ONLY

Technology Requirement

EDIT 4170 Educ. Tech Foundations 2

Foundation and Common Studies

EDGS 5510 Intro to Educational Research 3

Counseling Core

EDCL 5570 Counseling & Guidance in Ed 4
EDCL 5600 Family Couns. & Com. Resources 3
EDCL 5610 Educational & Occupational Info 3
EDCL 5640 Couns & Psych Theories & Tech 3
EDCL 5650 School Group Guidance 3
EDCL 5760 Pupil Personnel Services Seminar 4
EDCL 5780 Consultation & Supervision 3
EDCL 5850/51 Counseling Seminar & Field Exp 12
EDCL 5930 School Counseling Practicum 2

Background Courses

EDCL 5530 Testing in Education 3
EDCL 5540 Counseling Exceptional Children 3
EDCL 5630 Dealing with Differences 3

TOTAL UNITS FOR COMP OPTION 51

Foundation and Common Studies

EDGS 5510 Intro to Educational Research 3

Counseling Core

EDCL 5570 Counseling & Guidance in Ed 4
EDCL 5600 Family Couns. & Com. Resources 3
EDCL 5610 Educational & Occupational Info 3
EDCL 5640 Couns & Psych Theories & Tech 3
EDCL 5650 School Group Guidance 3
EDCL 5850/51 Counseling Seminar & Field Exp 3

Background Courses

*Take 9 units for Comprehensive Exam Option
Take 3 units for Thesis Option*

EDCL 5530 Testing in Education 3
EDCL 5540 Counseling Exceptional Children 3
EDCL 5630 Dealing with Differences 3
EDCL 5770 College Counseling 3
EDAD 5804 Ed Ldrship: Legal Framework 4

TOTAL UNITS FOR COMP OPTION 31

Additional Coursework for Thesis Option

EDGS 5600 Intro. to Qualitative Res. In Educ. 3
OR
EDGS 5610 Intro to Quantitative Res. In Educ. 3
EDGS 5990 Thesis 2+2+2 4-6
(Minimum of 4 units, maximum of 6)

TOTAL UNITS FOR THESIS OPTION 58-60

EDGS 5600 Intro. to Qual. Res. 3
OR
EDGS 5610 Intro. to Quant. Res. 3
EDGS 5990 Thesis 2+2+2 4-6
(Minimum of 4 units, maximum of 6)

TOTAL UNITS FOR THESIS OPTION 32-34

MA in Education - School Counseling - Pupil Personnel Services Credential

PROGRAM WORKSHEET

NAME: Last	First	Middle	ADVISOR
Street Address			SSN #
City			ID #
Cred/MA _____ MA Only _____			EMAIL _____
Date Admitted to MA: _____			
COMP EXAM DATE		COMP EXAM SCORE	
		PASSED _____	

COURSES REQUIRED:	MA ONLY COMP	MA ONLY THESIS	MA & CRED COMP	MA & CRED THESIS	SEM.	GRADE
TECHNOLOGY REQUIREMENT:						
EDIT 4170 Educational Tech Foundations			2	2		
1. FOUNDATION & COMMON STUDIES:						
EDGS 5510 Intro to Educational Research	3	3	3	3		
2. COUNSELING CORE:						
EDCL 5570 Counseling & Guidance in Education	4	4	4	4		
EDCL 5600 Family Couns. & Community Resources	3	3	3	3		
EDCL 5610 Educational & Occupational Information	3	3	3	3		
EDCL 5640 Couns & Psych Theories & Tech	3	3	3	3		
EDCL 5650 School Grp. Guid. & Couns. Techniques	3	3	3	3		
EDCL 5760 Pupil Personnel Services Seminar			4	4		
EDCL 5780 Consult. & Superv. for Sch. Counseling			3	3		
EDCL 5930 School Counseling Practicum			2	2		
EDCL 5850/5851 Counseling Seminar & Field Exp.	3	3	3	3		
			3	3		
			3	3		
Counseling Core Total	19	19	37	37		
3. BACKGROUND COURSES*:						
EDCL 5530 Testing in Education & Counseling			3	3		
EDCL 5540 Couns. Excep Children & At Risk Youth			3	3		
EDCL 5630 Dealing with Diff. in Educ. Settings			3	3		
EDCL 5770 College Counseling & Student Services						
EDAD 5804 Educ. Ldrshp: Legal Framework						
Background Courses Total	9	3	9	9		
TOTAL UNITS WITH COMPREHENSIVE EXAM:						
	31		51			
4. ADDITIONAL COURSEWORK FOR THESIS OPTION:						
EDGS 5600 Intro to Qual Research						
Or EDGS 5610 Intro to Quant Research		3		3		
EDGS 5990 Thesis		2		2		
(Minimum of 4 units, 6 max)		2		2		
Additional Coursework for Thesis Total		7-9		7-9		
TOTAL UNITS WITH THESIS OPTION:						
		32-34		58-60		

COURSE DESCRIPTIONS

Below are listed course descriptions from the CSU Stanislaus catalog. See Appendix B for competencies related to each course.

EDCL 5530 Testing in Education and Counseling (3)

Measurement and evaluation in education; statistical aspects of testing; selection and interpretation of unbiased tests with emphasis on achievement, aptitude, interest, vocational and educational tests; effects of cultural and ethnic factors on assessment and achievement.

EDCL 5540 Counseling Exceptional Children and at-Risk Youth (3)

Working with marginally functioning and at-risk youth within the school population. Includes counseling children with physical, intellectual, social and emotional difficulties. Recognition of adolescent and childhood behavior disorders, intervention techniques, community resources and educational adjustments.

EDCL 5570 Counseling and Guidance in Education (4)

Overview of the roles, functions, and responsibilities of the school counselor. Students will learn primary theories of learning and instructional strategies, as well the use of group guidance practices. The development of comprehensive guidance programs will also be explored and discussed.

EDCL 5600 Family Counseling and Community Resources (3)

Dynamics of relationships of family, community, and school; community-wide services; agency-school relationships; family visiting, including conferences, interviews, and referrals.

EDCL 5610 Educational and Occupational Information (3)

Sources of occupational information; community and nationwide surveys; job analysis; procedures for relating vocational and self information. Emphasis on meeting needs for school counselors in the area of career guidance.

EDCL 5630 Dealing with Differences in Educational Setting (3)

Recognizing and dealing with racism, sexism and ageism, also discrimination based on religion, sexual orientation, and learning disabilities. Procedures for helping counselors, administrators, teachers and their students relate effectively with individuals who differ in various ways.

EDCL 5640 Counseling and Psychotherapeutic Theories and Techniques (3)

Focus on the person as counselor, the becoming self of the counselor, personal identity and integrity, and authentic response to role conflict situations. Study and application of counseling theory and techniques within school settings.

EDCL 5650 School Group Guidance and Counseling Techniques (3)

Using groups for guidance and counseling in the schools; theory and procedures for implementing groups; issues and problems; role and function of school counselors as group leaders. Includes a group laboratory experience.

EDCL 5760 Seminar in Pupil Personnel Services (4)

Current practices in pupil personnel services. Organization and administration of pupil personnel services within the public education system. Legal and ethical principles applied to educational practices, problems, and confidentiality.

EDCL 5770 College Counseling and Student Services (3)

An overview of the role of student service personnel in colleges and universities. Includes a study of recruitment, matriculation, retention, and counseling practices, as they pertain to college students. **Elective for MA Program only.**

EDCL 5780 Consultation & Supervision for School Counselors (3)

Theory, procedures and practice in consultation and supervision for school counselors. Emphasis on consultation and change, theory and organizational development. The role of the school counselor as a consultant to teachers, parents and administrators and as a supervisor for paraprofessionals and counselor trainees.

EDCL 5850 Counseling Seminar and Field Experience (3)

Provides the student with a broad set of supervised experiences as a practicing professional within a school system. Corequisite: EDCL 5851. Prerequisites: EDCL 5540, 5570, 5640, 5760, and 5930. **EDCL 5930 not required for MA only students.** Must be repeated for a total of 12 units.

EDCL 5930 School Counseling Practicum (2)

Preliminary experience in the field for which student is seeking credential plus counseling skill development. Participation in school/community counseling and educational programs and weekly seminars. Prerequisites: EDCL 5640 and EDCL 5570.

EDGS 5510 Introduction to Educational Research (3)

The course provides an introduction to both qualitative and empirical educational research. Students will locate, understand, evaluate, and interpret educational research, and will identify possible Thesis or Project topics. **PREREQUISITE:** Classified Status.

EDGS 5600 Introduction to Qualitative Research in Education (3)

This course outlines the theoretical underpinnings and current trends in qualitative research practices for various fields related to educational inquiry. Students learn to identify the qualitative research practices appropriate for addressing research questions that are based on non-linear, verbal and graphic datasets, and professionally accepted methods for analyzing, discussing, and theorizing utilizing such data. **PREREQUISITES:** Classified Status and prior completion of EDGS 5510.

EDGS 5610 Introduction to Quantitative Research in Education (3)

The course prepares students for conducting quantitative research with educational topics. Students learn about appropriate research design methods, perform statistical analyses, and determine appropriate analyses given the research design. **PREREQUISITES:** Classified Status and prior completion of EDGS 5510.

EDGS 5990 Thesis (2).

This enrollment involves individual consultation with the student's MA Advisor. May be repeated for a minimum of 4 units (2+2) or a maximum of 6 units (2+2+2). Registration for EDGS 5990, Thesis, is done with a Special Registration form and requires the signature of the student's MA Advisor.

<http://www.csustan.edu/Grad/documents/SpecialRegistration.pdf>

1. You must complete and have your MA advisor sign a Special Registration form to enroll in the thesis units.
2. You must register for the thesis units before a proposal will be considered.
3. You must enroll in 2 units each semester in which you work on the thesis, for a minimum of 4 units and a maximum of 6.
4. Students who do not complete the thesis after enrolling in 6 units (2 units each for 3 semesters), and are done with all other program coursework, will be required to enroll in Continuing Thesis (EDGS 7005).
5. You may not collect data until your proposal has been accepted and approved by the Institutional Review Board (IRB).

Please Note: There are no regularly scheduled class meeting dates for EDGS 5990; however, you are expected to meet with your MA chair on a regular basis.

EDGS 7005 Continuing Thesis (0)

Registration for EDGS 7005, Continuing Thesis, is required of those students who have completed all program coursework and who have registered for the maximum number of thesis units required by the program. Students must register, using the Continuing Thesis form, each semester/term until they have completed their thesis.

http://www.csustan.edu/Grad/documents/7005ContinuingThesis.Project_002.pdf

EDGS 7006 Continuing Comprehensive Exam (0)

Eligibility for the Comprehensive Exam requires the completion of all required coursework prior to or by the end of the semester in which the exam is taken. Students choosing to take the exam must register for EDGS 7006, Continuing Comprehensive Exam, using the Continuing Comprehensive Exam form. **Registration is not required if student is currently registered in program classes when comprehensive exam is taken. Only one registration in EDGS 7006 is required.** Students who do not pass the comprehensive exam on their first try may have one additional attempt within 12 months.

http://www.csustan.edu/Grad/documents/7006ContinuingComprehensiveExamination_001.pdf

PRACTICUM

Practicum became a CCTC requirement in Fall 2007 and was incorporated to the PPS curriculum. The class entails individualized, preliminary experience for which students seeking a PPS credential obtain professional training that qualifies them for work in schools and the community. Students must demonstrate the knowledge of skills in working with K-12 pupils in school/community settings. Students must complete a minimum of one hundred (100) clock hours in a practicum experience prior to fieldwork. This may include:

- Peer counseling related to a university or college program practicum course;
- Personal and career assessments;
- Personal counseling experience in either an individual or group context;
- School-based programs serving parents and family members;
- Community service programs serving children and families;
- School related experience such as shadowing a school counselor, observing classroom instruction, attending district and school-based meetings, and mapping school-based community resources.

Practicum is not required for MA only program.

FIELDWORK

While every effort will be made to help you have your fieldwork experience in a place convenient to your place of residence and work, you must do your fieldwork at an approved fieldsite.

Please obtain the **Approved Fieldsite List** from the Advanced Studies Department or program website. The **Application for Fieldwork Enrollment and Placement** may be downloaded at http://www.csustan.edu/advstd/sch_couns. You must complete the application form prior to **each** enrollment. For Winter and Spring semester placements, you must apply on or before December 15th; for Summer and Fall placements, you must apply on or before May 15th.

If you want to work at a school that is not on the approved list, you must list the proposed site on your application, have the proposed supervisor complete a Fieldwork Supervisor Approval Questionnaire Form (download from http://www.csustan.edu/advstd/sch_couns) and have the Program Coordinator approve both the supervisor and the site.

Also note that you must have completed the courses listed below prior to enrolling in Fieldwork.

EDCL 5540	Counseling Exceptional Children and At-Risk Youth
EDCL 5570	Counseling & Guidance in Education
EDCL 5640	Counseling and Psychotherapeutic Theories and Techniques
EDCL 5760	Pupil Personnel Services Seminar
EDCL 5930	School Counseling Practicum (not required for MA only program)

FIELDWORK STUDY HOURS

Each enrollment in EDCL 5850 for three (3) units will require 150 hours of work at a fieldsite. Four enrollments (12 units) are required.

A minimum of six hundred (600) clock hours of field practice must be completed according to the following standards:

- A minimum of four hundred (400) clock hours shall be in a (K-12) public school setting in direct contact with pupils.
 - a) The assignment shall be provided in at least two of three settings (elementary, middle and/or high school), with a minimum of two hundred (200) clock hours at each setting.
 - b) At least one hundred and fifty (150) clock hours shall be with at least ten (10) pupils (individually and/or in a group) of a racial/ethnic background different from yours.
 - c) A minimum of twenty-five (25) clock hours will involve group counseling and guidance activities in a school setting.
- Up to two hundred (200) clock hours may be in a counseling setting other than schools, provided that you are supervised by an experienced practitioner who holds an appropriate degree or credential.

It is expected that students enrolled in fieldwork will obtain liability insurance prior to working in the field. This insurance is provided automatically with membership in the American School Counseling Association (<http://www.schoolcounselor.org>). Evidence of such insurance must be given to the Advanced Studies Department prior to enrollment in Fieldwork.

FIELDWORK PERFORMANCE REQUIREMENT

Students may participate in Fieldwork and maintain fieldwork placement only with the approval of the Fieldwork class instructor. Failure to perform at least at the minimum level of either professional (See *ACA Ethical Standards*) or academic standards may result in your being dropped from Fieldwork. In such cases, the Program Coordinator will meet to discuss the situation and prescribe an appropriate course of action (See Retention section).

ADDITIONAL FIELDWORK PERFORMANCE REQUIREMENTS FOR STUDENTS WITHOUT TEACHING CREDENTIALS

If you do not possess a teaching credential you are encouraged to substitute teach a minimum of 20 days and to do the following at your fieldsite:

1. Observe at least one IEP planning session.
2. Follow a child requested for placement in special education. Sit in on IEP, interview, counseling, etc.
3. Meet with the school psychologist and any other support persons at the school (resource specialist, nurse).
4. Sit in on a student study team meeting.
5. Observe various classrooms (e.g., advance placement, college bound, ROP, different departments, different grade levels, etc.).
6. Observe all counselors at the school site.

PROFESSIONAL DRESS CODE FOR FIELDWORK / INTERNSHIP STUDENTS

Most schools in which our students do observations, fieldwork and internships require teachers to “dress professionally.” The Patterson School District has a stipulated dress code for their teachers to which our fieldwork/internship students who work in their district must also adhere. This dress code is a good model of how to dress “professionally” for visits to schools and for fieldwork placements. Additionally, it is advisable for students to check with their particular school site for it’s own dress code. Suggested dress code: No jeans, tank tops, shorts, crew neck T-shirts, sweat pants, and tennis shoes.

INTERNSHIP PROGRAM

The California Commission on Teacher Credentialing (CCTC) approved the CSU Stanislaus School Counseling Internship Program on 2/14/07. This means that qualified students may apply for full-time counseling positions as interns, and if hired by a district, obtain a PPS Intern Credential and begin their career while completing the remainder of the requirements for the PPS Credential.

To qualify for internship, students must:

- (1) Have **classified** standing in the PPS: School Counseling and M.A. in School Counseling combined program;
- (2) Complete 25 units of coursework with a minimum 3.0 GPA. The required courses are EDCL 5540, 5570, 5610, 5640, 5650, 5760, 5850/51 (one semester) and 5930;
- (3) Successfully complete the Competency Interview;
- (4) Submit the Individual Intern Plan;
- (5) Complete the University/District/Site Contract.

STUDENT COUNSELOR PORTFOLIO

Since January 1997, students admitted to the School Counseling Program have been required to create a portfolio. Upon completion of the program requirements, candidates for the credential and/or MA are required to bring their portfolios to the Exit Interview.

I. INTRODUCTION

A professional counselor portfolio is a collection of experience-based materials and reflective information that demonstrates various dimensions of the counselor's work, philosophy, abilities, and attitudes. The goal is to demonstrate how diverse activities and insights have contributed to the professional counselor's development.

- The development of the professional counselor portfolio begins as the graduate student enters a counseling program, and continues through his/her program of study.
- A portfolio is as much a process as a product. Reflective learning requires opportunities to summarize, analyze, and synthesize one's learning in a meaningful and an integrated context.

II. STATEMENT OF PURPOSE

The portfolio will be developed in an ongoing manner throughout the graduate counseling program, and is used periodically as a tool for reflection, evaluation, and feedback. The overall purpose is to collect and combine examples of experience and mastery with reflection on their meaning or significance. The process of developing a professional counselor portfolio has several purposes:

- A. Portfolio development is designed to facilitate a thoughtful and intentional entrance into graduate studies. As students begin preparation in a professional career, it is important that they actively engage in each step of their learning. Reviewing one's strengths and "growing edges" setting goals for needed learning, pursuing a learning strategy, and regular evaluation of progress are all important steps in engaging with the learning process at the graduate level. Developing a portfolio is a vehicle for this engagement.
- B. The process of portfolio development also provides opportunities for regular faculty evaluation and feedback for each student in a manner that includes dialogue between the faculty member and the counseling student. Ongoing preparation for a profession is best accomplished with the guidance of professionals who can serve in the roles of consultant, teacher, mentor, and supervisor. The portfolio development process provides for dialogue and feedback throughout the course of study that enables the student to shape and modify his/her learning with attention to personal needs and professional requirements.
- C. Successful completion of the assessment components of the portfolio process serves as benchmarks in the course of graduate study.
- D. The portfolio assists with the professional counselor's job search process. A completed portfolio demonstrates proficiency and mastery and can be used as an employment tool.

III. PORTFOLIO STRUCTURE

Physically, a portfolio should be a well-organized, attractive presentation of professional materials. It will be organized in a three-ring binder with tabs, table of contents, and individual sections corresponding to the five areas of school counselor focus. Construction and appearance are left to the individual.

A guiding principle in deciding on entries is to ask “What will contribute to the description of my knowledge, skills, and character by adding this entry?” A second guideline is to think about the primary message you want to convey via your portfolio and to ask “Have I selected the entries which most accurately and completely demonstrate my competence?” Be sure to include experiences and learning that occur outside the formal academic program, such as participation in volunteer activities.

Each entry should be accompanied by a reflective statement, which might consist of a paragraph. Reflective statements explain why each entry is included and why it represents you as a counseling professional. In writing reflective statements, ask “What did I do? What does it mean? How did I come to be this way? How might I do things differently? What have I learned? How does this contribute to my emerging identity as a professional school counselor?” The entry is then made meaningful and placed in the context within which a student wants it to be understood.

IV. SECTIONS OF THE PORTFOLIO THAT MUST BE PRESENT

Much of the content of the portfolio is largely left to you. However, five components are required as a part of the portfolio assessment process.

1. Leadership - Artifacts to demonstrate school counselor leadership roles - planning, organizing, coordinating, presenting, and delivering programs generating systemic change.
2. Advocacy - Items demonstrating ability to effect social change and advocate for students - skills to empower students and their families to remove barriers to high academic achievement and career success.
3. Teaming and Collaboration - Items demonstrating ability to locate resources and work with others to improve student achievement and success - learning about resources and cooperation with others to benefit student learning.
4. Counseling and Coordination - Items demonstrating effective brief, solution-focused counseling and coordination of resources working with families and coordination of programs, projects, and resources.
5. Assessment and Effective Use of Data - Items demonstrating skill in assessing student needs and collecting, analyzing, and presenting data - identification of needs, removing barriers, and securing resources to support the advocacy.

V. OTHER SECTIONS YOU MAY CHOOSE

Background Information

Life Role Priorities

VI. ASSESSMENT OF PORTFOLIO

The preparation of the portfolio will culminate during the program and presented to the program coordinator at the Exit Interview. The Program Coordinator will review your portfolio and if it is viewed as deficient in a certain area, the Coordinator will let you know where it is lacking and will require you to resubmit your amended portfolio before completion of program.

Additional Portfolio Information:

Carney, Cobia and Shannon (1996) suggest that portfolios do not consist of a mass compilation of documents, but careful consideration and evaluation must take place. Portfolios should be composed of materials that document trainees' development, competence and skills. Based on Carney, Cobia and Shannon's article, trainees might include (a) **artifacts**: materials produced in training such as research papers; (b) **reproductions**: materials used in actual practice such as videotapes, and (c) **reflections**: thoughts about self development such as self evaluations (p. 124). More specific information is found in the appendix of their article as quoted below:

1. **Human Growth and Development** components should demonstrate knowledge and counseling skills in relation to counseling persons across different developmental levels and stages.

Artifact: Developmental assessment of a case, including identification of developmental stage, transitional issues, and application of appropriate developmental theory to counseling issues.

Reproduction: Videotape of actual or role-play session demonstrating one phase of this developmental assessment.

Reflection: Evaluation of videotaped session including recommendations for next session, self-evaluation as counselor, and evaluation of overall session. Develops the student's ability to assess and evaluate their abilities.

2. **Social and Cultural Foundations** components should demonstrate knowledge and counseling skills related to counseling in a multicultural and diverse society.

Artifact: Discussion paper focusing on a multicultural counseling case (Sue & Sue, 1990). Focus should include identification of multicultural or diversity issues for the counselor and client, problems in the counseling process, and recommendations for more appropriate multicultural counseling approach.

Reproduction: Group presentation that uses a case staffing format to identify issues raised in discussion paper. Presentation can include a counseling session demonstration integrating recommendations from staffing.

Reflection: Position papers/journal entries based on reactions to assigned topics or general class discussions or lectures. Papers and entries can reflect student's integration and processing of course content and discussion. Selection of specific entries should be left to the individual student.

3. **Helping Relationships** components should demonstrate knowledge and counseling skills related to the theories and processes of counseling and consultation.

Artifact: Development of an organizational or individual consultation plan (Dougherty, 1995). The plan should include identified person or population to be served, issues to be addressed by the consultant, and services to be provided.

Reproduction: Videotape of actual or role-play initial consultation session. When used in conjunction with the consultation plan the session can focus on establishment of the consultation service and identification of needs.

Reflection: Integrated theory paper where the student considers the development of his or her own theoretical approach and identification (Corey, 1996).

- 4. Group Work** components should demonstrate knowledge and counseling skills related to the group development process, dynamics, theories, and other group work approaches.

Artifact: Group session plan including goals, objectives, strategies and techniques, and plans for evaluation. Session plan can be used in conjunction with the following components.

Reproduction: Supervised leadership session using live supervision. Supervision can provide the student with immediate formative evaluation and a written evaluation for the portfolio.

Reflection: Group leadership session evaluation. The students can provide a self-assessment of their leadership of a group (supervised). This evaluation can help the students examine their leadership style, skills, group dynamics, and questions for their supervisor.

- 5. Career and Lifestyle Development** components should demonstrate knowledge and counseling skills related to career counseling, development and related life factors.

Artifact: Career counseling plan for a client (e.g., practicum, undergraduate volunteers, college career center) including identification of career issues, application of career test battery, assessment and counseling recommendations.

Reproduction: Audiotape of session where client is provided information and interpretation of career test battery.

Reflection: Self-assessment of one's own career development including the development of goals, resume, and identification of employment settings (Hazler & Kottler, 1994).

- 6. Appraisal** components should demonstrate knowledge and counseling skills related to both individual and group approaches to assessment and evaluation.

Artifact: Research paper focusing on a special issue in assessment and evaluation (e.g., gender, multicultural, legal and ethical).

Reproduction: Audiotape of actual or role-play of an intake interview (Pipes & Davenport, 1990).

Reflection: Critiques of tests across areas of assessment. Develops understanding of assessment measures while enhancing abilities to identify limitations and appropriate test usage.

- 7. Research and Program Evaluation** components should demonstrate knowledge and counseling skills related to research methods, basic statistics, and ethical and legal issues.

Artifact: Research project examining legal and ethical issues in counseling cases (Herlihy & Cory, 1996). Project involves identification of issues and recommendations based on the application of legal and ethical principles and guidelines.

Reproduction: Research proposal including development of research questions, design, sampling, and selection of methodology.

Reflection: Critique of research article considering design, limitations, and application to counseling. This activity provides not only an assessment of student's research knowledge but improves their ability to be consumers of research.

- 8. Professional Orientation** components should demonstrate knowledge and counseling skills related professional development, ethical and legal principles, history and roles, organizational structures, professional standards and credentialing.

Artifact: Professional presentation with other students or faculty member. This provides evaluation from faculty observers and feedback from program evaluations.

Reproduction: Conference attendance with project evaluation session(s) and discussing potential application of session content to practice or professional development.

Reflection: Development of a professional portfolio including examples of counseling skills (e.g., group development plans, professional disclosure form) and professional credentials (e.g., resume).

9. Clinical: Relates to knowledge and counseling skills developed in practicum and internship.

Artifact: Case presentation of a client focusing on case conceptualization, treatment goals, and client-counselor dynamics.

Reproduction: Videotape or audiotape of a counseling session including treatment plan and session evaluation (Young, 1992).

Reflection: Session progress notes including self-evaluation of session and questions for supervision.

(pp. 130-132)

Source: Carney, J. S., Cobia, D. C. & Shannon, D. M. (1996). The use of portfolios in the clinical and comprehensive evaluation of counselors-in-training. Counselor Education and Supervision, 36, 122-132.

Two other authors suggest that counselors and counselor trainees need to create portfolios. Rhyne-Winkler and Wooten (1996) delineate possible contents of the portfolio as quoted below:

Introduction

- Title Page
- Introductory comments
- Table of contents

Program Planning

- Assessment of needs, program goal setting, formulating plan of action, program evaluation
- Initiating and coordinating school wide guidance and counseling activities
- Time management and schedule of services
- Organizing a functional, up-to-date counseling office
- Soliciting input from teachers and staff in developing the school wide counseling program

Counseling

- Developing a theoretical base
- Selecting and applying counseling techniques both for individual and for group counseling
- Using appropriate assessment and diagnostic procedures in structuring individual and group counseling services
- Documentation through audiotapes, videotapes, or both
- Including a sample case study
- Informed consent as it applies within the school counseling setting
- Documenting understanding of privileged communication, parental rights, and rights of minors as these apply within the school setting

Consulting

- Documenting knowledge of consulting, processes and techniques with students, teachers, parents, and administrators
- Presenting instructional and informational programs to groups of students, parents, and teachers (i.e., parent education, group guidance, teacher in-service training)
- Interpreting achievement and aptitude data

Coordinating

- Examples of effective communication with students, parents, staff
- Examples of activities advocating for all students
- Documenting assistance to teachers with integrating guidance activities into the curriculum
- Documenting use of appropriate referrals

Student Appraisal

- Samples of interpretation of test results and student data
- Participation in non-standardized educational assessment according to professional competencies
- Demonstrating appropriate use of standardized tests

Educational And Professional Development

- Statement of educational and professional goals
- Written strategies or outline to meet goals
- Statement of educational philosophy
- List of accomplishments
- Record of attendance at workshops and seminars
- Record of workshops, seminars, presentations, and classes taught
- Summary of evaluations
- Samples of writing
- Copies of transcripts, standardized test scores
- Summary of research conducted
- Evidence of knowledge of and adherence to ethical standards

(pp. 149-150)

Source:

Rhyn-Winkler, M. & Wooten, H. R. (1996). The school counselor portfolio: Professional development and accountability. The School Counselor, 44, 146-150.

STUDENT CONDUCT CODE

Office of Student Judicial Affairs
MSR Building - Suite 340
<http://www.csustan.edu/judicialaffairs/>

TITLE 5

California Code of Regulations

§ 41301. Standards for Student Conduct

(a) Campus Community Values

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute toward this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community, and contribute positively to student and university life.

(b) Grounds for Student Discipline

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences. The following are the grounds upon which student discipline can be based:

- (1) Dishonesty, including:
 - (A) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
 - (B) Furnishing false information to a University official, faculty member, or campus office.
 - (C) Forgery, alteration, or misuse of a University document, key, or identification instrument.
 - (D) Misrepresenting one's self to be an authorized agent of the University or one of its auxiliaries.
- (2) Unauthorized entry into, presence in, use of, or misuse of University property.
- (3) Willful, material and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- (4) Participating in an activity that substantially and materially disrupts the normal operations of the University, or infringes on the rights of members of the University community.
- (5) Willful, material and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.

- (6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
- (7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
- (8) Hazing, or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6), and in addition, any act likely to cause physical harm, personal degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term “hazing” does not include customary athletic events or school sanctioned events.

Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

- (9) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia, (except as expressly permitted by law and University regulations) or the misuse of legal pharmaceutical drugs.
- (10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
- (11) Theft of property or services from the University community, or misappropriation of University resources.
- (12) Unauthorized destruction, or damage to University property or other property in the University community.
- (13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
- (14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.

- (15) Misuse of computer facilities or resources, including:
- (A) Unauthorized entry into a file, for any purpose.
 - (B) Unauthorized transfer of a file.
 - (C) Use of another's identification or password.
 - (D) Use of computing facilities, campus network, or other resources to interfere with the work of another member of the University community.
 - (E) Use of computing facilities and resources to send obscene or intimidating and abusive messages.
 - (F) Use of computing facilities and resources to interfere with normal University operations.
 - (G) Use of computing facilities and resources in violation of copyright laws.
 - (H) Violation of a campus computer use policy.
- (16) Violation of any published University policy, rule, regulation or presidential order.
- (17) Failure to comply with directions or, or interference with, any University official or any public safety officer while acting in the performance of his/her duties.
- (18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well being of members of the University community, to property within the University community or poses a significant threat of disruption or interference with University operations.
- (19) Violation of the Student Conduct Procedures, including:
- (A) Falsification, distortion, or misrepresentation of information related to a student discipline matter.
 - (B) Disruption or interference with the orderly progress of a student discipline proceeding.
 - (C) Initiation of a student discipline proceeding in bad faith.
 - (D) Attempting to discourage another from participating in the student discipline matter.
 - (E) Attempting to influence the impartiality of any participant in a student discipline matter.
 - (F) Verbal or physical harassment or intimidation of any participant in a student discipline matter.
 - (G) Failure to comply with the sanction(s) imposed under a student discipline proceeding.
- (20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

(c) Procedures for Enforcing This Code

The Chancellor shall adopt procedures to ensure students are afforded appropriate notice and an opportunity to be heard before the University imposes any sanction for a violation of the Student Conduct Code.

(d) Application of This Code

Sanctions for the conduct listed above can be imposed on applicants, enrolled students, students between academic terms, graduates awaiting degrees, and students who withdraw from school while a disciplinary matter is pending. Conduct that threatens the safety or security of the campus community, or substantially disrupts the functions or operation of the University is within the jurisdiction of this Article regardless of whether it occurs on or off campus. Nothing in this Code may conflict with Education Code Section 66301 that prohibits disciplinary action against students based on behavior protected by the First Amendment.

Note: Authority cited: Sections 66017, 66452, 66600, 69810, 89030 and 89035, Education Code.
Reference: Sections 66450, 69813 et seq. and 89030, Education Code.

Effective March 12, 2008

RETENTION

Students enrolled in the School Counseling Program will be assisted in their professional development by faculty and by supervisors in the field. While every effort will be made to assist you in reaching your desired goal (i.e., obtain a Pupil Personnel Services Credential and/or Master's degree), you may be removed from the program for any of the following reasons:

1. You do not demonstrate academic proficiency by maintaining a 3.0 GPA and a minimum grade of C (or Credit) in each course within the program. A student who earns a "C" or "No Credit" grade may be put on probation. Earning a second "C" or "No Credit" grade may lead to disqualification and removal from program.
2. You participate in any inappropriate or illegal activities including, but not limited to, those specified in Section 41301 of Title V, California Code of Regulations (see Student Conduct in the CSU Stanislaus University Catalog).
http://catalog.csustan.edu/content.php?catoid=13&navoid=606#student_conduct
3. You demonstrate professional misconduct and do not adhere to the ethical standards for school counselors established by the American School Counselor Association (ASCA, 1998).
<http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>
4. You do not demonstrate competence in communication and interpersonal skills, or you have not demonstrated the ability to acquire knowledge relevant to school counseling.
5. You demonstrate behavior indicative of negative interpersonal functioning. In other words, you may need professional help with emotional concerns, drug abuse, personality disorders, immaturity, and the like before you are capable of helping others.

REMEDATION

While any Counseling Program faculty member may raise the issue of specific student retention and/or progress at any faculty meeting, **all** school counseling faculty meet at least once each semester to determine the status of newly-enrolled and continuing students. At that time, students with perceived problems will be discussed. Counseling Program faculty members will present their concerns and determine possible remedial activities. Such remediation may include, but is not limited to, the following:

1. additional coursework or repeating a course previously taken,
2. individual counseling or therapy,
3. taking a leave of absence,
4. video or audiotape demonstration of skill acquisition or enhancement,
5. additional and/or different fieldwork placement(s), and
6. other actions, as determined by the school counseling faculty.

If it is determined that remediation is desirable, you and the faculty within the School Counseling Program at CSU Stanislaus will adhere to the following procedures:

1. Your status in program will be changed to probationary.
2. You will receive by certified mail a written copy of concerns and faculty recommendations for remediation along with a suggested timeline for completion of any remedial activities.
3. Within ten (10) working days of receipt of the document, you contact the School Counseling Program Coordinator who will arrange for you to meet with counselor education faculty members and present any information you think is appropriate to your case.
4. If appropriate, a modification of the plan may occur at this time, or the plan will become validated by signatures of both you and the Program Coordinator and/or counselor education faculty members.

If you do not respond to the written copy of concerns, you do not sign and validate the plan, or you do not demonstrate improvement in the allotted time, you will be removed from the program.

If you do respond and demonstrate fulfillment of the plan, your status will revert from probationary to your previous classification as a student within the program.

APPEALS PROCESS

A student may appeal a decision of the program regarding admission or retention/removal from the program if he/she thinks that: (1) the decision was either arbitrary or capricious, and/or (2) university or department policies were not followed. The professional judgment of the faculty shall not constitute a valid basis for appeal. The appeal must be made within four weeks of the semester immediately following the decision.

For Grade Appeals students need to follow the steps listed in the current University Catalog.

The appeals process involves the following steps:

1. Prior to the appeal, the student should first meet with the Program Coordinator regarding the reasons for the decision and to discuss his/her concerns and to receive guidance concerning the appeal process. The problem may be informally resolved at this level.
2. If the problem is not resolved, the student may submit a formal written Statement of Appeal to the Program Coordinator and Department Chair. The statement should detail and document the student's contention that the decision was arbitrary or capricious and/or University or program policies were not followed. The remedy that the student seeks should also be included in the statement of appeal.
2. The Program Coordinator, or Department Chair, must appoint an Appeals Committee within ten (10) working days of the receipt of the student's formal Statement of Appeal. The Appeals Committee shall consist of at least one member from the program, and two additional faculty members selected by the Advanced Studies Department Chair (one member may be the Department Chair). All pertinent written documentation will be sent to the Appeals Committee for review and consideration.
3. The Appeals Committee shall inform the student and the Program Coordinator of its decision within ten (10) working days of its inception. The recommendations of the Appeals Committee are binding to both the student and the Program Coordinator. If procedural errors were found to occur, the Program Coordinator will be directed to correct the errors.

COMPLAINTS AGAINST FACULTY

If a student has a complaint against a faculty member in the School Counseling Program, the student must follow these steps:

1. Student speaks to the professor to try to resolve the difference.
2. If the student has spoken with the professor and has not been able to resolve the difference or if the student has a good reason for not first speaking with the professor, the student can make an appointment to see the Chair of the Advanced Studies Department.
3. If the Chair deems it appropriate, he/she can send the student back to talk to the professor or the Chair can inform the professor of the complaint.
4. If the student is still not satisfied after talking with the Chair, the student can then follow the University Complaint Procedures as enumerated in the University Catalog.

TRANSFER OF COURSES FROM OTHER UNIVERSITIES

The Counseling Program will only grant up to nine semester units of credit for graduate courses taken in other universities and only for courses completed in a counseling/psychology program. The Program Coordinator must approve all transfer coursework. These courses must have been completed within five years prior to admittance to the CSU Stanislaus counseling program. All coursework for the MA degree, including courses from other academic institutions, must be completed within a seven (7) year period. Official transcripts from other colleges or universities showing coursework are required.

GRADE REQUIREMENTS

The minimum academic grade-point average for all courses leading to the Credential and/or MA degree is 3.0. A student who earns a “C” or “No Credit” grade may be put on probation. Earning a second “C” or “No Credit” grade may lead to disqualification and removal from program.

COMPETENCY FEEDBACK INTERVIEW – 2nd Interview

In addition to the required coursework, you will participate in a **Competency Feedback Interview** in which your strengths and areas for improvement are assessed. More specifically, you will be evaluated on the following personal characteristics: openness, flexibility, being positive and cooperative, willingness to use and accept feedback, awareness of your impact on others, ability to deal with conflict, ability to accept personal responsibility, and your ability to express feelings effectively and appropriately. Furthermore, you will be assessed on your ability to respond empathetically, listen accurately, communicate acceptance, respond to positive and negative emotions, deal with clients different from self, act therapeutically rather than moralistically and demonstrate effective counseling techniques. This feedback occurs after you complete approximately 20 units of coursework and may be repeated, if necessary.

After the competency feedback session (second interview), you are expected to meet with your advisor to assess what you need to do prior to obtaining the degree (and Pupil Personnel Services Credential). At that meeting, you will discuss the interview committee's recommendation and rating of your abilities. If you need any additional experience and/or another feedback session, a plan will be formulated at this meeting.

BASIC SKILLS REQUIREMENT

You may fulfill the Basic Skills Requirement by completing one of the following:

- Passing CBEST with a score of 41 or higher on the writing section.
- Pass the CSET
- Pass the CSU Early Assessment Program or the CSU Placement Examination
- Pass a Basic Skills Examination from another state

For information go to: <http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf>

FINAL REQUIREMENTS

The MA in Education degree requires the successful completion of all coursework plus successful completion of the culminating experience, which is either passage of the Comprehensive Exam, or approval of a written thesis and passing an oral defense. After all requirements have been met, you will be awarded the MA degree.

EXIT INTERVIEW

Before you may be recommended for obtaining the MA and/or credential you must meet with the Program Coordinator to verify that you have met all requirements. **Please bring the completed Exit Interview Part I, and your portfolio to the Exit Interview.**

PETITION INFORMATION

You may petition for waiver of certain university-wide academic requirements or for review of decisions affecting your academic status. (See the University catalog for additional information.)

University-Wide Grade Appeal Procedures

See Grade Assignment/Grade Appeal Procedures in the California State University, Stanislaus catalog. http://www.csustan.edu/enrollmentservices/documents/Petition_univ_req.pdf

COURSE SCHEDULING AND LOCATION

The School Counseling Program courses are taught on the Turlock campus and are scheduled in the late afternoon and evening. Each class meets once per week. Check current Schedule of Classes for the latest detailed information on course offerings and schedules.

NOTE: You may withdraw from any course online through the 20th day of instruction (Census Date), as indicated in the academic calendar, without having the course name or any administrative symbol recorded. However, after the 20th day of instruction, the courses for which you registered are entered on your official transcript, and an administrative symbol must be recorded at the end of the semester - either an academic grade or "W" for withdrawal. Such a withdrawal requires a petition and adequate justification. (See University catalog.)

COURSE REGISTRATION INSTRUCTIONS

Web registration is available daily during schedule registration periods, except during regular maintenance periods (normally Saturdays from 2:00 a.m. – 10:00 a.m.). Web registration kiosks are available at these locations:

- Vasché Library Building – 1st floor lobby
- Demergasso-Bava Hall – 1st floor lobby of south wing
- MSR Building – outside Enrollment Services Office
- Naraghi Hall (Science Building) – 1st floor lobby by north door

- Step 1: Go to www.csustan.edu/currentstudents/
- Step 2: Use the “Quicklinks” drop down menu at the upper right of the page and choose “My CSUSTAN”
- Step 3: You are now at the login page. Click the correct link for the term you are registering.
- Enter User ID
 - Enter Pin/Password
 - Click Log-in/Sign-in

The Registration HelpLine, (209) 667-3039, is available to assist with Web registration programs from 8:00 a.m. to 5:00 p.m., Monday through Friday during the semester.

<http://www.csustan.edu/enrollmentservices/registration/>

GRADUATION / DISTINCTION

You need to submit a Graduation Application (including payment of a graduation fee) with the Graduate School by the beginning of your last semester of coursework (see University catalog). Failure to complete requirements for the degree during the term for which you have applied necessitates the filing of a new application and payment of an additional fee for the term of actual completion. <http://www.csustan.edu/enrollmentservices/graduationapplicants.html>

Graduation with distinction requires a 3.9 GPA in MA coursework. Calculated GPA's are not rounded up. For instance, a GPA of 3.87 does not qualify for distinction.

TIME LIMIT FOR COMPLETION OF DEGREE

A period of seven years is allowed for the completion of all requirements for the Master's degree. No coursework taken more than seven years prior to the awarding of the degree may be credited toward fulfilling degree requirements (some exceptions may be granted). Students must show continuous progress or be on a leave of absence approved by the Program Coordinator or MA Advisor.

LEAVE OF ABSENCE

To protect the right to degree requirements in effect at the time of initial enrollment, you need to obtain approval from the Program Coordinator for a Leave of Absence. If enrollment is interrupted for more than two semesters, it will be necessary for students to reapply to the University, and students may be required to meet any state mandated or program changes that occur while on leave.

CREDENTIAL APPLICATION

Upon completion of all credential coursework and any additional requirements suggested by your advisor, you should schedule an exit interview appointment with the Program Coordinator who will check all documents and sign off on the programming sheet. Next, you should do the following:

Obtain and complete the credential application from the University's Credential Services website. <http://www.csustan.edu/Credentials/completion-pupil.html>
Credential Services is located in the Demergasso-Bava Hall room P303 and can be reached at (209) 667-3534.

PUPIL PERSONNEL SERVICES ADVISORY COMMITTEE

The CSU Stanislaus School Counseling Program has an Advisory Committee that meets at least twice during each semester. This committee has met on a continuous basis since its inception in 1975. Responsibilities of the Pupil Personnel Services Advisory Committee (PPSAC) include (1) assisting in evaluating the School Counseling Program at CSU Stanislaus; (2) reviewing data collected from graduates, fieldwork supervisors, employers and non-graduate practitioners; (3) interviewing applicants seeking entrance into the School Counseling Program at CSU Stanislaus; (4) giving feedback to students who have completed two-thirds of their coursework in the School Counseling Program; (5) planning and helping with the annual Counseling Program Open House; and (6) participating in any activities related to preparing school counselors that committee members decide to pursue.

PPSAC Membership

Membership to the Pupil Personnel Services Advisory Committee is open to any member of the community and to a limited number of current School Counseling students. If you want to become a member of the committee, please contact the Program Coordinator. Anyone may bring suggestions, issues, or concerns to the Committee. Please contact the Program Coordinator to have your item placed on the agenda. Please check the Schedule of Events on the program website or contact the Advanced Studies office for the time and place of the next meeting.

PROFESSIONAL ORGANIZATIONS / PUBLICATIONS

There are four major organizations to which school counselors belong: The American Counseling Association, The American School Counselor Association, The California Career Development Association, and The California Association of School Counselors. All organizations offer student memberships.

American Counseling Association (ACA)
www.counseling.org

American School Counselor Assoc. (ASCA)
www.schoolcounselor.org

Calif. Career Development Assoc. (CCDA)
www.ccdaweb.org

Calif. Assoc. of School Counselors (CASC)
www.schoolcounselor-ca.org

Publications:

Counseling Today is the newspaper for ACA. Members receive it as a benefit of membership.
<http://ct.counseling.org/>

Journal of Counseling and Development is the official journal of ACA. Members receive it as a benefit of membership.
<http://www.counseling.org/Publications/Journals.aspx>

Professional School Counseling is the journal published online four times a year by the American School Counselor Association. ASCA members receive the journal as a benefit of membership.
<http://www.schoolcounselor.org/content.asp?contentid=235>

NATIONAL CERTIFICATION

The National Board for Certified Counselors administers examinations to certify counselors. Twenty-one states (excluding California) use the National Counselor Examination as part of their credentialing process. For additional information: <http://www.nbcc.org/>

PROGRAM OPEN HOUSE

Each year during the Spring semester, the School Counseling Program holds an Open House. Program information, panel presentations and student recruitment are the main focus of the Open House.

NEWSLETTER

When school is in session, the School Counseling Program publishes Program Notes. This publication includes program information, events, job notices and other interesting information. You may obtain a copy from the School Counseling Program webpage at http://www.csustan.edu/advstd/sch_couns/

EMAIL / COMPUTER LABS

Email: All students are issued an email account for use in courses and to communicate with faculty and each other. If you do not receive notice of your University account, please contact the Office of Information Technology Help Desk at 667-3687. Since critical information will often be sent only by email, it is essential that you check this account frequently. If you prefer to forward email from your CSUStan account to another account, information can be obtain at: <http://www.csustan.edu/cms/FormsPublications/Documents-Students/StudentEmail-Forwarding.pdf>

Computer Labs: There are two (IBM and MAC) computer labs available for student use in the Library building. There is another lab in the Demergasso-Bava Hall. Lab assistants are there to help you.

CAREER SERVICES

Career Services offers a variety of experiences and services for students. These include a career resource library, career days, a summer job fair, employer recruitment and workshops.

<http://www.csustan.edu/career>

COUNSELING PROGRAMS

The mission of the Psychological Counseling Services office is to maintain and enhance students psychological, emotional, and relational well-being. Individual counseling is also available to students who may need to deal with personal, emotional or social concerns.

<http://www.csustan.edu/Counseling/>

HEALTH CENTER

Health services are available to all (full-time or part-time) registered students. Basic health care and prescriptions are available.

<http://healthcenter.csustan.edu/>

FINANCIAL AID

If you need assistance with your finances, you may be eligible for a grant or a loan. Please contact the Financial Aid Office at the University.

<http://www.csustan.edu/FinancialAid/>

STUDENT PROGRAM FILES

The School Counseling Program maintains a student file for all students in program. This file contains your application form, transcripts, letters of recommendation, grade reports, advising notes, copies of official correspondence, and results of the screening interview and competency feedback evaluation. Upon request, you have the right to inspect your file in the Department of Advance Studies Office.

Appendix A

Program Checklists

Option 1: PPS Credential and M.A.

Option 2: M.A. in Education

**OPTION 1 - MASTER OF ARTS DEGREE
and PUPIL PERSONNEL SERVICES CREDENTIAL**

Program Checklist

- _____ Complete University Graduate Admission application; submit to Graduate School with appropriate fee
- _____ Submit required transcripts of university coursework to Graduate School
- _____ Admitted as POST-BACCALAUREATE STANDING: Provisional Admit
- _____ Complete Application for First Interview form, pay program application fee at Cashier's Office. Submit completed application, with fee receipt, to Advanced Studies Office (P348)
- _____ Submit three letters of recommendation to the Advanced Studies Office
- _____ Submit proof of valid Teaching Credential, Emergency Substitute Permit or Certificate of Clearance (or proof you have applied) to the Advanced Studies Office.
- _____ Submit CBEST scores (or proof of passing an approved basic skills requirement), showing overall passage and a minimum writing score of 41
- _____ Participate in and pass First Interview
- _____ Admitted GRADUATE STANDING: CLASSIFIED
- _____ Advisor assigned; meet with advisor to plan program and receive interview feedback
- _____ Apply for and complete Feedback interview (2nd Interview) (after completing 20 units of coursework)
- _____ Complete all coursework
- _____ Apply for graduation (beginning of semester of anticipated MA graduation)
- _____ Schedule Exit Interview with the Program Coordinator (bring portfolio and Exit Interview Part I)
- _____ Apply for PPS Credential Complete (Credential Services, P303)
<http://www.csustan.edu/Credentials/completion-pupil.html>
- _____ Complete final MA paperwork with Advanced Studies

For Comprehensive Exam Option:

- _____ Submit Comprehensive Exam Application form to Advanced Studies
<http://www.csustan.edu/advstd/documents/ComprehensiveExamApplication.pdf>
- _____ Take Comprehensive Exam, submit scores to Advanced Studies

For Thesis Option:

- _____ Obtain faculty member's agreement to serve on MA Committee
- _____ Write Thesis proposal
http://www.csustan.edu/advstd/sch_couns/documents/Thesis-ProjectInformation.pdf
- _____ Submit chapters or paper for approval (to each committee member)
- _____ Schedule and successfully complete MA oral defense (after final draft of Thesis has been approved)
- _____ Incorporate suggested changes
- _____ Submit bindery ready copies of thesis to Circulation Desk in the Library
- _____ Duplicate at least three copies of thesis (two bound copies required for library, one for Program)
- _____ Submit final copies to the MA Committee for signatures

OPTION 2 - MASTER OF ARTS DEGREE ONLY

Program Checklist

- _____ Complete University Graduate Admission application; submit to Graduate School with appropriate fee
- _____ Submit required transcripts of university coursework to Graduate School
- _____ Admitted as POST-BACCALAUREATE STANDING: Provisional Admit
- _____ Complete Application for First Interview form, pay program application fee at Cashier's Office. Submit completed application, with fee receipt, to Advanced Studies Office (P348)
- _____ Submit three letters of recommendation to the Advanced Studies Office
- _____ Submit proof of valid Teaching Credential, Emergency Substitute Permit or Certificate of Clearance (or proof you have applied) to the Advanced Studies Office.
- _____ Participate in and pass First Interview
- _____ Admitted GRADUATE STANDING: CLASSIFIED
- _____ Advisor assigned; meet with advisor to plan program and receive interview feedback
- _____ Apply for and complete Feedback interview (2nd Interview) (after completing 20 units of coursework)
- _____ Complete all coursework
- _____ Apply for graduation (beginning of semester of anticipated graduation)
- _____ Schedule Exit Interview with the Program Coordinator (bring portfolio and Exit Interview Part I)
- _____ Complete final MA paperwork with Advanced Studies

For Comprehensive Exam Option:

- _____ Submit Comprehensive Exam Application form to Advanced Studies
<http://www.csustan.edu/advstd/documents/ComprehensiveExamApplication.pdf>
- _____ Take Comprehensive Exam, submit scores to Advanced Studies

For Thesis Option:

- _____ Obtain faculty member's agreement to serve on MA Committee
- _____ Write Thesis proposal
http://www.csustan.edu/advstd/sch_couns/documents/Thesis-ProjectInformation.pdf
- _____ Submit chapters or paper for approval (to each committee member)
- _____ Schedule and successfully complete MA oral defense (after final draft of Thesis has been approved)
- _____ Incorporate suggested changes
- _____ Submit bindery ready copies of thesis to Circulation Desk in the Library
Duplicate at least three copies of thesis (two bound copies required for library, one for Program)
- _____ Submit final copies to the MA Committee for signatures

Appendix B

Required Competencies

(Adopted by CCTC January 2001)

COURSE COMPETENCIES – SCHOOL COUNSELING PROGRAM

COURSE	COMPETENCIES
EDCL 5530	Knowledge and ability to apply established professional standards for the legal and ethical use of tests and other assessment measures.
	Knowledge of assessment theories, models and methods appropriate to the specific backgrounds of pupils.
	Knowledge and application of appropriate and technically appropriate methods of assessment for purposes of planning, monitoring student progress, and ensuring result-based accountability.
	Data-based decision-making, based on the appropriate use of technology for data collection and analysis.
	Ability to interpret and communicate results of standardized, norm-referenced, and other assessment information to parents, school staff, and the community.
	Knowledge of the effects of cultural, ethnic, and gender factors upon assessment programs, techniques, and interpretations.
	Knowledge of the effects of idiosyncratic factors, such as medical and emotional disorders or pharmacological interventions, on individual and group assessments.
	Knowledge and skill in using tests and non-testing assessment procedures (e.g., observation, anecdotal records, questionnaires, case studies, and pupil records) as part of the process of early identification of learning problems, suicidal ideation, and risk of harm to others.
	Knowledge and skill in using multiple measures to assess self-esteem.
	Skill in the selection, administration, and application of unbiased assessment instruments and procedures.
	Skill in interpreting assessment results, including the use of statistical data, to pupils, teachers, administrators, parents and others.
	EDCL 5540
Knowledge of conditions that place pupils at risk, assessment procedures for evaluating risk, and interventions for preventing further problem development including such critical areas as academic problems, suicide, child abuse, and alcohol and other drug abuse.	
Familiarity with laws and regulations pertaining to children and families, such as child abuse and neglect reporting laws, client confidentiality, attendance and truancy laws, and federal and state mandates related to special education.	
Knowledge of the barriers to the highest learning and achievement of all pupils, and how they can limit the future educational and career outcomes for pupils.	
Knowledge of a variety of programs, methods and/or techniques effective in preventing failure and promoting success of pupils and schools.	
Knowledge of the benefits of family involvement at different grade levels.	
Understanding of classroom dynamics and instructional activities and materials that are appropriate for pupils with diverse needs, interests and learning styles.	

EDCL 5540 Cont.	Knowledge of the effects of grade retention on achievement, learning, and social and emotional development.
	Understanding of the benefits of positive personal self-esteem and its impact on pupil resiliency and learning.
	Knowledge of theories of violence and aggression, particularly as they relate to pupils' development.
	Knowledge of issues and procedures that are helpful in identifying pupils whose behavior suggests they may be at risk of violence, victimization, or perpetration.
	Knowledge of models that can be used to inform school staff and parents about developmental patterns that are associated with pupils becoming involved in antisocial or aggressive behavior.
	Awareness of the influence of environment, community context, and substance use on the occurrence of violence and the ability to incorporate this knowledge into a comprehensive school safety plan.
	Knowledge of the role that both inter-group conflicts and gang activity can play in the occurrence of school site violence.
	Knowledge of sexual harassment and bullying behavior in school and skill in applying research-based models and programs of prevention and intervention.
	Knowledge of the impact of exposure to violence on the development of pupils.
	Knowledge of school-wide programs designed to implement conflict management and peace building into the school environment, including the classroom and school yard.
	Crisis intervention and management skills, including triage, psychological first aid, and follow-up with pupils, parents, and school staff.
	Ability to use negotiation skills, conflict management skills, and mediation skills to help school staff communicate with difficult and/or angry parents, pupils, teachers, and other school staff.
	Knowledge of assessment methods that help in identifying students in need of intervention with respect to self esteem, suicide risk or substance use.
	Skills needed to help pupils cope with grief and loss and to intervene or refer when needed.
	Knowledge of and skill in the use of techniques to help pupils learn and understand the relationship between rules, laws, safety and the protection of individual rights; appropriate physical contact, personal rights and boundaries; and effective coping skills.
	Ability to help families and school staff to communicate and collaborate effectively when developing educational or behavioral plans to assist pupil development and learning.
EDCL 5570	Knowledge and understanding of the history, philosophy and trends of the school counseling profession including significant state and national events and factors.
	Knowledge and understanding of the domains of educational counseling including academic, career, and personal and social development.
	Awareness of current trends in education and the impact of these trends on their professional identity as systems change agents.

EDCL 5570 Cont.	Knowledge of the state and national associations representing the school counseling profession and related counseling interests, and understanding of the importance of membership in such professional organizations.
	Knowledge of relevant research and theories of typical and atypical human growth and development as they relate to pupils' progress in a school setting.
	Knowledge of the wide variety of school, community, and family environmental influences that may be positive influences on pupil development and learning. These include nutrition and fitness; factors of resiliency; home, family and school environments; peer and mentor relationships; community factors, and school counseling programs and services.
	Knowledge of factors that impede or limit pupil development and learning, including stereotyping, family influences, socio-economic status, inadequate language development, negative school climate, and discrimination.
	Knowledge of principles and methods to help pupils overcome barriers to learning and learn effective strategies to plan, organize, monitor and take responsibility for their own learning.
	Knowledge of methods and techniques of resolving conflicts between and among pupils and groups of pupils and for promoting positive intercultural, interethnic relationships among pupils, family and school staff.
	Knowledge of the reciprocal influence between self esteem and personal and social responsibility, and other factors, including academic success; relationships; career choice and success; and societal systems, such as family, school and community.
	Knowledge of effective classroom management strategies, techniques and practices and skill in applying classroom management principles to guidance instruction.
	Knowledge about the principles of human relations and the effects of teacher-pupil and pupil-pupil relationships on learning.
	Knowledge of curriculum and methods for conducting human relations training and affect education, including that related to self-esteem, personal and social responsibility, social skills, and positive decision making.
	Knowledge and skill in using and coordinating guidance activities through which pupils develop competency in self management, communication, interpersonal interaction, and decision making.
	Knowledge of developmental guidance curriculum, strategies and techniques to help students accept responsibility for their own learning. These include methods to improve pupils' motivation to learn, confidence as a learner, pride in achievement, and study skills.
	Skill in creating, implementing and evaluating a comprehensive developmental guidance curriculum through consultation and collaboration with school and community partners. This includes, but is not limited to developing lesson plans coordinated with other instructional area subject matter.

EDCL 5600	Understand family environmental factors and their influence on pupil learning.
	Awareness of the importance of family-school relationships in fostering positive pupil development and of the benefits of family involvement at different grade levels.
	Knowledge of culturally-appropriate techniques to enlist the aid of parents and families to support educational efforts.
	Ability to help families and school staff to communicate and collaborate effectively when developing educational or behavioral plans to assist pupil development and learning.
	Understanding of family systems and respect for socio-cultural diversity in family structures and dynamics.
	Demonstrate knowledge of parent education programs and their role in promoting students' overall well-being and academic success.
	Knowledge of the public and private agencies available within the community that provide a variety of services to pupils and their families.
	Knowledge and skill in referring to and consulting with community agencies and professionals.
	Awareness of his/her family of origin dynamics and their current impact on self-esteem and professional relationships.
EDCL 5610	Knowledge of state requirements for academic achievement, promotion and retention policies and high school graduation, as well as an awareness of state-adopted curriculum frameworks.
	Knowledge of the effects of grade retention on achievement, learning, and social and emotional development.
	Knowledge of the application and rationale of curriculum standards and frameworks to academic and career development, and to daily life and work.
	Knowledge of career choice theories and techniques, career clusters, and the potential influences and conflicts of differing cultural value systems.
	Skill in assisting pupils to develop appropriate academic and career plans.
	Knowledge and skills to effectively advocate for children, families, and school staff to ensure that the spirit and intent of relevant laws and legal mandates are maintained.
	Knowledge and skill in practices that ensure all pupils receive equitable treatment as related to appropriate course selection for post-secondary education training opportunities.
	Knowledge of admission requirements for the California community college and university systems. In addition, the candidate demonstrates skill in accessing admission requirements for private colleges/universities, vocational and trade school, and other post-secondary training opportunities.
	Knowledge of career and vocational information resources including: labor market information, visual and print media, funding sources, computer-based information systems, and skill in accessing these resources to assist pupils in their career development and decision making.
	Knowledge of multiple methods for effectively communicating information, including research data, to inform and to influence change.

EDCL 5610 Cont.	Knowledge of and skill in career development program planning, organization, implementation, administration and evaluation. This includes skills in collaborating with public and private community resources to improve learning outcomes for pupils.
	Knowledge of and skill in using assessment instruments and techniques relevant to career and educational planning and decision making.
	Ability to teach and develop essential employability skills such as teamwork, problem solving, and organizational skills.
	Knowledge of educational and career paths and skill in advocating for pupils in a manner that increases student motivation, high expectations and learning success.
	Skill in the use of pertinent computer hardware and software, such as word processing, database research, information dissemination, and computer presentation applications.
	Understand the appropriate use of computer-based technology and data-management systems, in support services, teaching, learning and data-based research
	EDCL 5630
Understanding of the literature related to cultural competence, as well as the various ways to assess their proficiency in applying culturally appropriate interventions.	
Knowledge of the wide variety of social and cultural influences that may affect pupils in a school setting and impede their learning. Among these are bias, prejudice, processes of intentional and unintentional imposition, entitlement and discrimination, as well as other culturally supported behaviors.	
Knowledge of the influence of cultural and linguistic factors on the validity and appropriate interpretation of assessment instruments.	
Knowledge of institutional and environmental factors that place pupils at risk for failure or early school dropout.	
Knowledge of his/her own value system and its relations to his/her ability to work with students with different values and beliefs.	
Knowledge of the dynamics and processes involved in acculturation and assimilation.	
Ability to assess the cultural background, values, and mores of pupils and their families.	
Effective ways to assess and manage diverse community contexts in order to create effective learning environments.	
Respect for socio-cultural diversity.	
Knowledge of socio-cultural influences in the school environment that may affect the delivery of pupil personnel services, which promote academic and vocational success; e.g., the demographic shifts in California.	
Knowledge of socio-cultural influences on counseling techniques that may be most appropriate for individuals from a culture different from his/her own.	
Knowledge about the principles of cross-cultural interactions and their effect on teacher-pupil and pupil-pupil relationships.	

EDCL 5630 Cont.	Knowledge of culturally-appropriate techniques to enlist the aid of parents and families to support educational efforts.	
	Knowledge of methods and techniques for developing positive, culturally-sensitive learning environments and positive relationships among pupils, family and school staff.	
	Understand the relationship between personal and social responsibility and citizenship in a changing society.	
EDCL 5640	Knowledge of how the unique qualities of each individual are accepted, appreciated, affirmed and used as a bridge to positive personal relations.	
	Knowledge of socio-cultural influences on counseling techniques that may be most appropriate for individuals from a culture different from his/her own.	
	Knowledge of individual counseling techniques that promote pupil success.	
	Knowledge of methods such as counseling, collaboration, consultation, advocacy, peer counseling, and parent education in working with school staff, parents and other persons having influence on pupils lives.	
	Knowledge of and skills in applying the major individual counseling theories and techniques appropriate to schools.	
	Knowledge of professional standards of confidentiality as they apply to the school counselor's work with pupils, staff, parents and community resources.	
	Knowledge of appropriate options to be pursued when confronted with ethical dilemmas.	
	Recognition of the manner and degree to which their own self-esteem affects pupils, staff, and families.	
	Ability to use communication skills to facilitate pupils' efforts to develop positive supportive relationships with teachers and peers.	
	Knowledge of the state and national associations representing the school counseling profession and related counseling interests.	
	Skill in helping students achieve school success including: taking responsibility for their own actions; working independently and cooperatively; being dependable and productive; and sharing knowledge, interests and abilities.	
	EDCL 5650	Ability to recognize and evaluate potential ethical conflicts that arise within the school setting.
		Knowledge of theories and conceptual models of interpersonal relations and communications.
Knowledge of the major individual and group counseling theories and techniques that promote pupil success.		
Skill in helping pupils to respect alternative points of view; recognize, accept, respect and appreciate individual differences; and appreciate cultural diversity and family configuration patterns.		
Knowledge of methods and techniques for resolving conflict between and among pupils and groups of pupils and for promoting positive intercultural, interethnic relationships among pupils, family and school staff		
Knowledge and skill in facilitating groups addressing school and pupil needs.		

EDCL 5760	Understanding of the importance of school organizational and educational policies and procedures as they relate to effective classroom management, positive adult-pupil relationships, effective approaches to discipline, and the development of personal and social responsibility and self-esteem.
	Knowledge of methods such as counseling, collaboration, advocacy, peer counseling and parent education in working with school staff, parents and other persons having influence on pupils lives.
	Understanding of their own professional leadership role in advocating for educational equity, social justice, and harmony and peace among diverse groups of pupils, families and school staff.
	Knowledge of pupil advocacy approaches.
	Knowledge of the application and rationale of state adopted curriculum standards and frameworks to academic development.
	Knowledge of principles and practices of effective classroom management and school discipline.
	Knowledge of barriers and inhibitors to the development of effective interrelationships among teachers, staff, parents and others.
	Knowledge of the multidisciplinary team approach to involve all school personnel in services to pupils.
	Knowledge of the factors needed to develop, coordinate and enhance a positive school climate and the processes that facilitate change in school climate to promote pupil success.
	Knowledge of relevant laws and regulations pertaining to children and families, including laws pertaining to sexual harassment in the schools.
	Knowledge of appropriate compliance procedures relating to pupil personnel services, including the implications and legal applications of due process.
	Skill in helping pupils learn and understand the relationship between rules, laws, safety and the protection of individual rights.
	Knowledge of means to keep informed of changes in laws and regulations related to California public education.
	Knowledge of a variety of comprehensive counseling and guidance programs.
	Knowledge and skill in conducting needs assessments and in planning, developing and implementing comprehensive guidance programs based on the needs assessment.
	Knowledge of the process of developing comprehensive counseling and guidance program budgets, sources of funding and appropriate expenditures.
	Knowledge of organizing and staffing comprehensive counseling and guidance programs.
Knowledge and skill required in designing and implementing an evaluation of a comprehensive counseling and guidance program, including the collection of data and preparation of an evaluation report.	
Knowledge and skill in providing and participating in staff development and public relations activities to support comprehensive counseling and guidance programs.	

EDCL 5760 Cont.	Knowledge of the school as an organizational system and how to effect change within that system.
	Knowledge of California and Federal laws and regulations affecting school counseling and guidance programs, pupils and staff (e.g., confidentiality, child abuse reporting, pupil records).
	Knowledge of the ethical standards and practices developed by the American Counseling Association and American School Counselor Association.
	Skill in applying ethical standards and practices to specific counseling situations.
	Knowledge of computer resources for counselors including Lexis/Nexis for legal and news information, e-mail, lists for communication services, World Wide Web and Gopher services for database systems and resources.
EDCL 5780	Understanding of their professional leadership role in advocating for educational equity, social justice, and harmony and peace among diverse groups of pupils, families and school staff.
	Knowledge of theories and conceptual models of interpersonal relations and communication, as they pertain to consultation and supervision.
	Knowledge of methods such as counseling, collaboration, consultation, advocacy, peer counseling and parent education in working with school, staff, parents and other persons having influence on pupils lives.
	Knowledge of individual and team consultation principles and processes, including methods of initiating, developing and concluding consultative relationships.
	Knowledge of barriers, inhibitors, and factors that contribute to the development of effective interrelationships among teachers, staff, parents and others and skill in facilitating productive communication.
	Knowledge and skill in using different instruments and procedures to assess school climate for the purpose of promoting a supportive learning community in the school.
	Knowledge of and skill in advocating for high academic expectations and learning success for all pupils.
	Effective public relations and staff development skills, such that data is presented in a manner that influences change and supports improved outcomes for pupils.
	Knowledge and skill in developing, organizing, and presenting prevention in-service education programs for school staff.
	Familiarity with supervision and mentoring models such as administrative, behavioral, clinical, and professional growth and development.
	Knowledge and skill in coordinating the roles of school-wide staff, parents and community members in the delivery of comprehensive counseling and guidance programs.
	Knowledge and skill in coordinating support services necessary for success in academic and career development and in brokering appropriate services to meet those pupil needs.
	Knowledge and application of consultation principles and practices used to assist school staff in learning about classroom management, school discipline, learning styles, the interpretation of test results, and the improvement of pupil attendance, learning and achievement.

EDCL 5780 Cont.	Knowledge of theories, principles, ethical guidelines and techniques of supervision, as well as skill in supervising others involved in comprehensive counseling and guidance programs (e.g., peer helpers, teacher advisors, volunteers, paraprofessionals, and credential candidates).
	Knowledge of current professional literature about best practices in supervising field experience training.
	Knowledge of state and national associations representing the school counseling profession and related counseling interests, as well as understanding of the importance of belonging to such professional organizations.
EDCL 5850/51	Skill in promoting the academic development of pupils
	Skill in promoting the career development of pupils
	Skill in promoting the personal and social development of pupils
	Leadership skills
	Advocacy skills
	Ability to apply basic principles of learning, achievement and instruction in the school environment
	Skill in the performance of individual counseling
	Skill in the performance of group counseling and facilitation
	Collaboration, coordination and team building skills
	Organizational and system development skills
	Familiarity with supervision and mentoring models, and professional standards.
	Ability to provide prevention education and training
	Ability to conduct and utilize research, program evaluations and technology appropriately
	Professionalism and appropriate application of legal mandates and ethical principles to concrete situations
	Multicultural sensitivity and competence in all functions.
Competence in all areas of school counseling for a minimum of 600 hours in public school settings at two of three school levels, with a minimum of 200 clock hours at each level. Two hundred (200) hours may be completed in settings other than public schools. Up to 150 clock hours are devoted to issues of diversity, with at least fifty (50) clock hours spent with at least ten (10) pupils of a racial or ethnic background different from that of the candidate.	

EDCL 5930	Participation in 100 hours of direct experience in school-counseling related activities. These may include: <ul style="list-style-type: none"> • peer counseling; • personal and career assessments • personal counseling in either individual or group context • school-based programs serving parents and family members • community service programs serving children and families school related experience such as “shadowing” a school counselor, observing classroom instruction; attending district and school-based meetings, and mapping school-based resources.
	Essential counseling skills, including: <ol style="list-style-type: none"> a) establishing therapeutic relationships; b) accurate, active listening; c) case conceptualization, planning and management d) crisis intervention e) appropriate referral to other services
	Understanding of means to assess their proficiency in applying culturally appropriate interventions.
	Understanding of how their own self-esteem and personal values influence their ability to work effectively with pupils who have different values and beliefs.
	Knowledge and understanding of, and sensitivity to, the effect of socio-cultural influences have on communications when working with individuals and families from various backgrounds.
	Knowledge of a variety of strategies, programs, interventions, methods and techniques proven to promote academic success and positive and supportive relationships with pupils.
	EDGS 5510
Knowledge of basic principles of research design in education, including traditional experimental design as well as qualitative and single-subject designs.	
Competence in the use of relevant technology in order to conduct and disseminate research.	
Skill in locating research data and interpreting its meaning.	
Knowledge and skills in the use of data in planning and decision making, the development of evaluation strategies, and the gathering of outcome data focused on student learning and achievement outcomes.	
Understanding of statistical analyses and research methods sufficient to evaluate published research and differentiate high quality from inadequate research, and to conduct needs assessments and program evaluations.	
Knowledge of essential principles, methods, and applications of program evaluation.	
Knowledge of study skills including: goal setting, time and task management, task analysis, knowledge of learning styles, test taking skills, textbook reading strategies, problem solving skills, decision making skills, and communication skills.	

EDIT 4170	Knowledge of pertinent computer hardware and software, such as word processing and database and computer presentation applications.
	Understanding of legal and ethical issues related to computer-based technology.
	Understanding of the appropriate use of computer-based technology and data-management systems, in support services, teaching, learning, and data-based research.
	Computer-based technology skills in such areas as accessing the internet, downloading files, communicating with others through the use of e-mail and otherwise making use of computer technology as a resource tool.
	Data-based decision-making, based on the appropriate use of technology for data collection and analysis
	Knowledge of career and vocational information resources including: labor market information, visual and print media, computer-based information systems, and skill in accessing these resources to assist pupils in their career development and decision making.
	Knowledge of computer resources for counselors including Lexis/Nexis for legal and news information, e-mail, lists for communication services, World Wide Web and Gopher services for database systems and resources.

Appendix C

Ethical Standards for School Counselors American School Counselor Association

These standards were obtained from the ACSA website:
<http://www.schoolcounselor.org/files/EthicalStandards2010.pdf>

PREAMBLE

The American School Counselor Association (ASCA) is a professional organization whose members are certified/licensed in school counseling with unique qualifications and skills to address the academic, personal/social and career development needs of all students. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations regardless of ethnic/racial status, age, economic status, special needs, English as a second language or other language group, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services: students of color, low socio-economic students, students with disabilities and students with nondominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the counselor-student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

In this document, ASCA specifies the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism among its members. The Ethical Standards for School Counselors were developed to clarify the nature of ethical responsibilities held in common by school counseling professionals. The purposes of this document are to:

- Serve as a guide for the ethical practices of all professional school counselors regardless of level, area, population served or membership in this professional association;
- Provide self-appraisal and peer evaluations regarding counselor responsibilities to students, parents/guardians, colleagues and professional associates, schools, communities and the counseling profession; and
- Inform those served by the school counselor of acceptable counselor practices and expected professional behavior.

A.1. RESPONSIBILITIES TO STUDENTS

The professional school counselor:

- a. Has a primary obligation to the student, who is to be treated with respect as a unique individual.
- b. Is concerned with the educational, academic, career, personal and social needs and encourages the maximum development of every student.
- c. Respects the student's values and beliefs and does not impose the counselor's personal values.
- d. Is knowledgeable of laws, regulations and policies relating to students and strives to protect and inform students regarding their rights.

A.2. CONFIDENTIALITY

The professional school counselor:

- a. Informs students of the purposes, goals, techniques and rules of procedure under which they may receive counseling at or before the time when the counseling relationship is entered. Disclosure notice includes the limits of confidentiality such as the possible necessity for consulting with other professionals, privileged communication, and legal or authoritative restraints. The meaning and limits of confidentiality are defined in developmentally appropriate terms to students.
- b. Keeps information confidential unless disclosure is required to prevent clear and imminent danger to the student or others or when legal requirements demand that confidential information be revealed. Counselors will consult with appropriate professionals when in doubt as to the validity of an exception.
- c. In absence of state legislation expressly forbidding disclosure, considers the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:
 - Student identifies partner or the partner is highly identifiable
 - Counselor recommends the student notify partner and refrain from further high-risk behavior
 - Student refuses
 - Counselor informs the student of the intent to notify the partner
 - Counselor seeks legal consultation as to the legalities of informing the partner
- d. Requests of the court that disclosure not be required when the release of confidential information may potentially harm a student or the counseling relationship.
- e. Protects the confidentiality of students' records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.
- f. Protects the confidentiality of information received in the counseling relationship as specified by federal and state laws, written policies and applicable ethical standards. Such information is only to be revealed to others with the informed consent of the student, consistent with the counselor's ethical obligation.
- g. Recognizes his/her primary obligation for confidentiality is to the student but balances that obligation with an understanding of the legal and inherent rights of parents/guardians to be the guiding voice in their children's lives.

A.3. COUNSELING PLANS

The professional school counselor:

- a. Provides students with a comprehensive school counseling program that includes a strong emphasis on working jointly with all students to develop academic and career goals.
- b. Advocates for counseling plans supporting students right to choose from the wide array of options when they leave secondary education. Such plans will be regularly reviewed to update students regarding critical information they need to make informed decisions.

A.4. DUAL RELATIONSHIPS

The professional school counselor:

- a. Avoids dual relationships that might impair his/her objectivity and increase the risk of harm to the student (e.g., counseling one's family members, close friends or associates). If a dual relationship is unavoidable, the counselor is responsible for taking action to eliminate or reduce the potential for harm. Such safeguards might include informed consent, consultation, supervision and documentation.
- b. Avoids dual relationships with school personnel that might infringe on the integrity of the counselor/student relationship

A.5. APPROPRIATE REFERRALS

The professional school counselor:

- a. Makes referrals when necessary or appropriate to outside resources. Appropriate referrals may necessitate informing both parents/guardians and students of applicable resources and making proper plans for transitions with minimal interruption of services. Students retain the right to discontinue the counseling relationship at any time.

A.6. GROUP WORK

The professional school counselor:

- a. Screens prospective group members and maintains an awareness of participants' needs and goals in relation to the goals of the group. The counselor takes reasonable precautions to protect members from physical and psychological harm resulting from interaction within the group.
- b. Notifies parents/guardians and staff of group participation if the counselor deems it appropriate and if consistent with school board policy or practice.
- c. Establishes clear expectations in the group setting and clearly states that confidentiality in group counseling cannot be guaranteed. Given the developmental and chronological ages of minors in schools, the counselor recognizes the tenuous nature of confidentiality for minors renders some topics inappropriate for group work in a school setting.
- d. Follows up with group members and documents proceedings as appropriate.

A.7. DANGER TO SELF OR OTHERS

The professional school counselor:

- a. Informs parents/guardians or appropriate authorities when the student's condition indicates a clear and imminent danger to the student or others. This is to be done after careful deliberation and, where possible, after consultation with other counseling professionals.
- b. Will attempt to minimize threat to a student and may choose to 1) inform the student of actions to be taken, 2) involve the student in a three-way communication with parents/guardians when breaching confidentiality or 3) allow the student to have input as to how and to whom the breach will be made.

A.8. STUDENT RECORDS

The professional school counselor:

- a. Maintains and secures records necessary for rendering professional services to the student as required by laws, regulations, institutional procedures and confidentiality guidelines.
- b. Keeps sole-possession records separate from students' educational records in keeping with state laws.
- c. Recognizes the limits of sole-possession records and understands these records are a memory aid for the creator and in absence of privilege communication may be subpoenaed and may become educational records when they 1) are shared with others in verbal or written form, 2) include information other than professional opinion or personal observations and/or 3) are made accessible to others.
- d. Establishes a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding sole possession records when the student transitions to the next level, transfers to another school or graduates. Careful discretion and deliberation should be applied before destroying sole-possession records that may be needed by a court of law such as notes on child abuse, suicide, sexual harassment or violence.

A.9. EVALUATION, ASSESSMENT AND INTERPRETATION

The professional school counselor:

- a. Adheres to all professional standards regarding selecting, administering and interpreting assessment measures and only utilizes assessment measures that are within the scope of practice for school counselors.
- b. Seeks specialized training regarding the use of electronically based testing programs in administering, scoring and interpreting that may differ from that required in more traditional assessments.
- c. Considers confidentiality issues when utilizing evaluative or assessment instruments and electronically based programs.
- d. Provides interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the student(s) can understand.
- e. Monitors the use of assessment results and interpretations, and takes reasonable steps to prevent others from misusing the information.

- f. Uses caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- g. Assesses the effectiveness of his/her program in having an impact on students' academic, career and personal/social development through accountability measures especially examining efforts to close achievement, opportunity and attainment gaps.

A.10. TECHNOLOGY

The professional school counselor:

- a. Promotes the benefits of and clarifies the limitations of various appropriate technological applications. The counselor promotes technological applications (1) that are appropriate for the student's individual needs, (2) that the student understands how to use and (3) for which follow-up counseling assistance is provided.
- b. Advocates for equal access to technology for all students, especially those historically underserved.
- c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging.
- d. While working with students on a computer or similar technology, takes reasonable and appropriate measures to protect students from objectionable and/or harmful online material.
- e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

A.11. STUDENT PEER SUPPORT PROGRAM

The professional school counselor:

Has unique responsibilities when working with student-assistance programs. The school counselor is responsible for the welfare of students participating in peer-to-peer programs under his/her direction.

B. RESPONSIBILITIES TO PARENTS/GUARDIANS

B.1. PARENT RIGHTS AND RESPONSIBILITIES

The professional school counselor:

- a. Respects the rights and responsibilities of parents/guardians for their children and endeavors to establish, as appropriate, a collaborative relationship with parents/guardians to facilitate the student's maximum development.
- b. Adheres to laws, local guidelines and ethical standards of practice when assisting parents/guardians experiencing family difficulties that interfere with the student's effectiveness and welfare.
- c. Respects the confidentiality of parents/guardians.

- d. Is sensitive to diversity among families and recognizes that all parents/guardians, custodial and noncustodial, are vested with certain rights and responsibilities for the welfare of their children by virtue of their role and according to law.

B.2. PARENTS/GUARDIANS AND CONFIDENTIALITY

The professional school counselor:

- a. Informs parents/guardians of the counselor's role with emphasis on the confidential nature of the counseling relationship between the counselor and student.
- b. Recognizes that working with minors in a school setting may require counselors to collaborate with students' parents/guardians.
- c. Provides parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical responsibilities to the student.
- d. Makes reasonable efforts to honor the wishes of parents/guardians concerning information regarding the student, and in cases of divorce or separation exercises a good-faith effort to keep both parents informed with regard to critical information with the exception of a court order.

C. RESPONSIBILITIES TO COLLEAGUES AND PROFESSIONAL ASSOCIATES

C.1. PROFESSIONAL RELATIONSHIPS

The professional school counselor:

- a. Establishes and maintains professional relationships with faculty, staff and administration to facilitate an optimum counseling program.
- b. Treats colleagues with professional respect, courtesy and fairness. The qualifications, views and findings of colleagues are represented to accurately reflect the image of competent professionals.
- c. Is aware of and utilizes related professionals, organizations and other resources to whom the student may be referred.

C.2. SHARING INFORMATION WITH OTHER PROFESSIONALS

The professional school counselor:

- a. Promotes awareness and adherence to appropriate guidelines regarding confidentiality, the distinction between public and private information and staff consultation.
- b. Provides professional personnel with accurate, objective, concise and meaningful data necessary to adequately evaluate, counsel and assist the student.
- c. If a student is receiving services from another counselor or other mental health professional, the counselor, with student and/or parent/guardian consent, will inform the other professional and develop clear agreements to avoid confusion and conflict for the student.
- d. Is knowledgeable about release of information and parental rights in sharing information.

D. RESPONSIBILITIES TO THE SCHOOL AND COMMUNITY

D.1. RESPONSIBILITIES TO THE SCHOOL

The professional school counselor:

- a. Supports and protects the educational program against any infringement not in students' best interest.
- b. Informs appropriate officials in accordance with school policy of conditions that may be potentially disruptive or damaging to the school's mission, personnel and property while honoring the confidentiality between the student and counselor.
- c. Is knowledgeable and supportive of the school's mission and connects his/her program to the school's mission.
- d. Delineates and promotes the counselor's role and function in meeting the needs of those served. Counselors will notify appropriate officials of conditions that may limit or curtail their effectiveness in providing programs and services.
- e. Accepts employment only for positions for which he/she is qualified by education, training, supervised experience, state and national professional credentials and appropriate professional experience.
- f. Advocates that administrators hire only qualified and competent individuals for professional counseling positions.

- g. Assists in developing: (1) curricular and environmental conditions appropriate for the school and community, (2) educational procedures and programs to meet students' developmental needs and (3) a systematic evaluation process for comprehensive, developmental, standards-based school counseling programs, services and personnel. The counselor is guided by the findings of the evaluation data in planning programs and services.

D.2. RESPONSIBILITY TO THE COMMUNITY

The professional school counselor:

- a. Collaborates with agencies, organizations and individuals in the community in the best interest of students and without regard to personal reward or remuneration.
- b. Extends his/her influence and opportunity to deliver a comprehensive school counseling program to all students by collaborating with community resources for student success.

E. RESPONSIBILITIES TO SELF

E.1. PROFESSIONAL COMPETENCE

The professional school counselor:

- a. Functions within the boundaries of individual professional competence and accepts responsibility for the consequences of his/her actions.
- b. Monitors personal well-being and effectiveness and does not participate in any activity that may lead to inadequate professional services or harm to a student.
- c. Strives through personal initiative to maintain professional competence including technological literacy and to keep abreast of professional information. Professional and personal growth is ongoing throughout the counselor's career.

E.2. DIVERSITY

The professional school counselor:

- a. Affirms the diversity of students, staff and families.
- b. Expands and develops awareness of his/her own attitudes and beliefs affecting cultural values and biases and strives to attain cultural competence.
- c. Possesses knowledge and understanding about how oppression, racism, discrimination and stereotyping affects her/him personally and professionally.
- d. Acquires educational, consultation and training experiences to improve awareness, knowledge, skills and effectiveness in working with diverse populations: ethnic/racial status, age, economic status, special needs, ESL or ELL, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

F. RESPONSIBILITIES TO THE PROFESSION

F.1. PROFESSIONALISM

The professional school counselor:

- a. Accepts the policies and procedures for handling ethical violations as a result of maintaining membership in the American School Counselor Association.
- b. Conducts herself/himself in such a manner as to advance individual ethical practice and the profession.
- c. Conducts appropriate research and report findings in a manner consistent with acceptable educational and psychological research practices. The counselor advocates for the protection of the individual student's identity when using data for research or program planning.
- d. Adheres to ethical standards of the profession, other official policy statements, such as ASCA's position statements, role statement and the ASCA National Model, and relevant statutes established by federal, state and local governments, and when these are in conflict works responsibly for change.
- e. Clearly distinguishes between statements and actions made as a private individual and those made as a representative of the school counseling profession.
- f. Does not use his/her professional position to recruit or gain clients, consultees for his/her private practice or to seek and receive unjustified personal gains, unfair advantage, inappropriate relationships or unearned goods or services.

F.2. CONTRIBUTION TO THE PROFESSION

The professional school counselor:

- a. Actively participates in local, state and national associations fostering the development and improvement of school counseling.
- b. Contributes to the development of the profession through the sharing of skills, ideas and expertise with colleagues.
- c. Provides support and mentoring to novice professionals.

G. MAINTENANCE OF STANDARDS

Ethical behavior among professional school counselors, association members and nonmembers, is expected at all times. When there exists serious doubt as to the ethical behavior of colleagues or if counselors are forced to work in situations or abide by policies that do not reflect the standards as outlined in these Ethical Standards for School Counselors, the counselor is obligated to take appropriate action to rectify the condition. The following procedure may serve as a guide:

1. The counselor should consult confidentially with a professional colleague to discuss the nature of a complaint to see if the professional colleague views the situation as an ethical violation.
2. When feasible, the counselor should directly approach the colleague whose behavior is in question to discuss the complaint and seek resolution.

3. If resolution is not forthcoming at the personal level, the counselor shall utilize the channels established within the school, school district, the state school counseling association and ASCA's Ethics Committee.
4. If the matter still remains unresolved, referral for review and appropriate action should be made to the Ethics Committees in the following sequence:
 - state school counselor association
 - American School Counselor Association
5. The ASCA Ethics Committee is responsible for:
 - educating and consulting with the membership regarding ethical standards
 - periodically reviewing and recommending changes in code
 - receiving and processing questions to clarify the application of such standards; Questions must be submitted in writing to the ASCA Ethics chair.
 - handling complaints of alleged violations of the ethical standards. At the national level, complaints should be submitted in writing to the ASCA Ethics Committee, c/o the Executive Director, American School Counselor Association, 1101 King Street, Suite 625, Alexandria, VA 22314.